ADMINISTRATION AND ORGANIZATION OF THE GUIDANCE PROGRAM

EDUCATION FOR LIVING SERIES

Under the Editorship of

H. H. REMMERS

Administration and Organization of the Guidance Program

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To Our Children

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EDITOR'S INTRODUCTION

This book is a very useful addition to the rapidly growing professional literature on guidance. The growth of this literature closely parallels the professionalization and acceptance of guidance services, especially that of the key person in guidance—the counselor.

The increasing visibility and acceptance of the counselor has largely taken place since the end of World War II, as demonstrated by the nationally representative sample of high school students in the *Purdue Opinion Panel*. In 1947 in answer to the question, "To whom do you go for advice on personal problems?" the high school counselor was substantially invisible. Less than one percent of the students said they went to him. In answer to the same question repeated with a similar representative sample in 1957, one youngster out of every five chose the guidance counselor.

This growth in professional guidance service was doubtless to a considerable extent a function of the Veterans Administration program of vocational guidance for demobilized veterans. More fundamentally, however, it is growing out of a felt need in a highly dynamic and rapidly changing society. At the turn of the century our country while rapidly being industrialized was still predominantly agricultural and largely a nation of small, independent producers. Wealth was more equally distributed and giant corporations were in their infancy. Some three decades later Berle and Means showed that a single corporation "controlled more wealth than was contained within the borders of 21 of the states," to quote the authors of this book. Industrialization, urbanization, improved communication, mechanization of agriculture—in short, technology— have revolutionized our ways of living.

And now a second industrial revolution is upon us as the result of discoveries in electronics, mathematical invention and the generalized principle of feedback—in a word, automation. These revolutionary changes and their impact on people create educational problems the

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answer to one aspect of which is the growth and professionalization of guidance services.

Not only physical science and the technology it generates are relevant to education. The behavioral sciences too have greatly changed our perception of man's nature, especially as to its social and cultural aspects. Anthropology, psychology, and sociology especially have contributed to this changed perception and to the changes in education that it entails.

The authors are well aware of the implications of all this for guidance. Their statement that the concept of discipline—still listed by teachers as their greatest problem—should be synonymous with counseling, summarizes in one sentence the intellectual revolution we have undergone as the result of psychological research. And that—to quote the authors— "A knowledge of sociological principles derived from systematic research is as essential for the guidance director as is knowledge derived from his technical guidance training" points to a cultural lag in our graduate training. The prospective principal—who will often be the "guidance director"—does not typically have a minor in sociology.

This book will be particularly welcomed by those who perceive at least dimly the need for guidance io a bewildering, complex, and unstable world, but are possibly a bit overawed by its complexities. The authors provide in effect a "How to Do It" guide. And they do this without losing sight of social, ecooomic, and educational realities. Its general content and point of view needs to become the intellectual property of all school personnel.

H. H. Remmers

PREFACE

Convinced that the most promising administration lies in the dynamic qualities of human relations, the authors of this book have made a democratic approach to the organization and administration of the guidance services as a necessary part of the total process of successful educational administration.

The effective administration of a guidance program must give the pupil, teacher, and adult citizen a sense of personal worth, a feeling of beloogingness. Each must be sensitive to other people. He must be empathic: he must be able to understand attitudes and to perceive the cues of agreement and disagreement in the process of making changes. He can accomplish change toward improvement only as he is able to use effectively group processes and procedures that will keep all conceroed groups or individuals directed toward developing a strong guidance program.

The authors of this book recognize that only through professional growth and change within the school staff can the guidance program continue to improve. A strong administrator can and will provide leadership in the development of this growth; he must never be content with only an outward appearance of change in staff behavior but instead seek to develop real change in the ideas, attitudes, and values of staff members. Staff, pupils, and laymen should be involved in the challenge of organization and administration of guidaoce services. Involvement in meeting such a challenge means whole-hearted support of plans as well as continuous evaluation suggestive of improvement.

It is the purpose of this book to assist administrators and potential administrators of guidance programs in gaining insight into the role of guidance services, as these services should function in the total educational program, and to suggest principles and techniques that have proved useful in establishing and maintaining effective guidance programs. The textbook contains material suitable for a quick overview of

the guidance services by administrators who are taking a course in guidance for the first time, as well as for those who desire to refresh their knowledge after a lapse of several years in formal guidance study. The book is designed for use as a text in a formal course in the administration and organization of guidance services, as a supplement for courses in educational administration, and as a basic reference in guidance workshops and conferences.

The authors are indebted to many people who have read parts of the manuscript and provided many helpful suggestions. Specifically, thanks are due to Melvene D. Hardee and Bert Powell of Florida State University, George Pierson of Queens College, Lester Downing of the Brigham Young University, and Dolph Camp of Southern State College. Additional acknowledgments are due to Miss Inez Couch and Helen Ann Willey who proofread the manuscript and to numerous counselors in the public schools who provided many of the illustrations and examples used throughout the book.

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ADMINISTRATION AND ORGANIZATION OF THE GUIDANCE PROGRAM

The Need for Guidance

WHAT IS GUIDANCE?

GUIDANCE, as the term is used in this book, refers to an organized group of services established for the purpose of assisting each student to attain his maximum potential development and adjustment. These services are an integral part of the total school curriculum and should complement instructions in assisting the student to achieve the purposes of the school.

Three emphases should be noted in this definition: (1) Guidance is an organized group of services. Though much incidental and unorganized guidance is done (and some of this may be good guidance) any guidance program which achieves the maximum good must have organization and sound structure. (2) The purpose of guidance is to assist the "whole" student in his development and adjustment. Maximum development can be achieved only by providing an individualized program of education based upon the knowledge of the differences in students. Consequently, importance is attached to the developmental and adjustment process. (3) The guidance services are an integral part of the total educational program and should be organized and administered within the structure of the school program.

Although this book is concerned mainly with the principles and techniques of initiating, organizing, and administering a guidance program, an understanding of the need for such services and the relation of guidance services to the total school program is essential prior to a

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discussion of methods for initiating such services. The first two chapters are concerned with this orientation.

FACTORS THAT HAVE INCREASED THE NEED FOR GUIDANCE

Fifty years ago there was a need for an organized guidance program as every pupil in the school needed assistance in solving individual problems. Moreover, since that time, many additional factors have increased the need for such services; in fact, the need for guidance is urgent if education is to have an effective and desirable impact on the lives of students. The following discussion is concerned with the changes which have increased the need for guidance services.

Social and Economic Factors

INDUSTRIAL CHANGES

When our forefathers settled this great country, no industries had been developed. Industries developed gradually, first, within the confines of the home, and then, extended slowly into small business establishments or partnership factories. Formerly the wealth was fairly well distributed, but over 20 years ago two authors indicated that one corporation controlled more wealth than was contained within the borders of 21 of the states in the country (4).[1]

The technology and scientific developments, the pooling of capital, the merging of companies, and the organization of men and materials have expanded the industrial development a hundred fold in the past few years. The resulting big industrial corporations which emerged are now exerting a tremendous influence upon our way of life. Perhaps the great effect of industrial development on the American way of life cannot be precisely assessed.

Along with industrial development there arose a demand for an increase in specialization of work skills. The individuals who were "jacks of all trades" decreased in number as increased mechanization and specialization fully blossomed in the expanding industrial development. Formerly, jobs were mainly of an agricultural nature; today there are multiple and varied types of work. Though the effect of such industrial changes cannot be accurately evaluated, it is rather obvious that the resulting impact of these industrial changes confronts the youth of today with an increasing variety of problems, the scope and com-

[1] The number in the parentheses refers to the number of the reference found at the end of the chapter.

plexities of which would have been beyond the imagination of their forefathers. The effects of the present "atomic age" and automation on the youth of today can only be surmised. It is easily conceivable that future generations will be confronted by even more complexities and diversities than those that exist today.

VOCATIONAL CHANGES

As a result of the industrial changes and increased emphasis on science and research, the vocational scene has shifted phenomenally. A hundred years ago the high school youth encountered very few problems in selecting and preparing for a vocation, for the number of available occupations were relatively few and children usually followed in the footsteps of their father. Today the *Dictionary of Occupational Titles* lists approximately 40,000 different job titles. Many changes in occupational employment may occur over a very short period of time. This is evidenced in Figure 1 in which the percent of change between 1940 and 1950 in employment by major occupational groups is noted.

In a period of 10 years there has been approximately a 57 percent increase in the number of jobs in clerical and kindred work, while there has been approximately a 37 percent decrease in the number of jobs in private household work. In this 10-year period, each occupational group has undergone a shift in employment with some occupational groups showing an increase in workers. Many factors may influence such changes; nevertheless, this increase in the number of occupational outlets and the changing demands of the occupational structure pose many perplexing problems for the youth of today. Every prospective employee should receive some assistance to the end that he may select and prepare adequately for a future vocation that will provide him an opportunity to make the best possible use of his talents.

POPULATION SHIFTS

In the past few years there has been increasing evidence of the general mobility of the population. Changing modes of transportation and communication have exerted a tremendous influence on the lives of people. Twenty-five years ago the opportunity to visit an urban center was the joy of a lifetime for a rural youth. Such an experience could be expected only once or, at most, twice in a lifetime as the modes of travel precluded traveling long distances. The situation is entirely

different today with the modern car, train, and airplane making it possible to travel long distances in a relatively short time. With improved methods of communication, such as newspapers, magazines, radio, and television, every child has the opportunity to learn of other people, places, and attractions. As a result of this bombardment of stimuli and the availability of convenient and speedy vehicles of transportation,
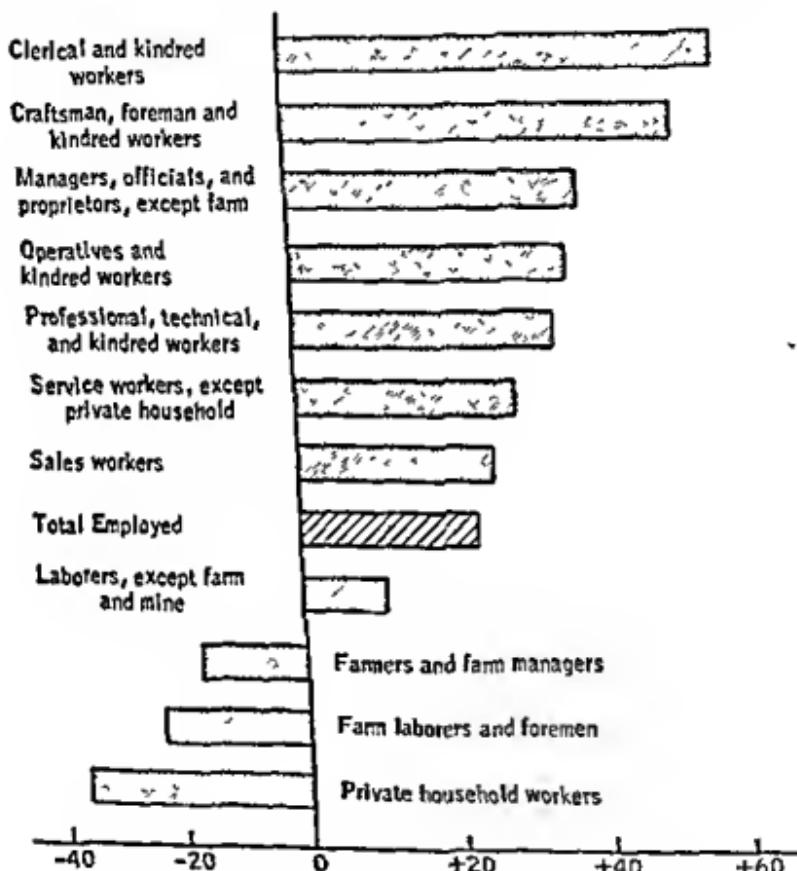
FIGURE 1. Percent Change, 1940–1950, in Number of Employed Persons, by Major Occupation Group. (U.S. Bureau of the Census, *Statistical Abstract of the United States: 1953* [Seventy-fourth edition], Washington, D.C., 1953, p. 183.)

people began to move. The changing population shifts are evident in Bureau of Census reports (18:26). These reports indicate that in addition to a general increase in the population, there is a changing ratio of urban and rural dwellers. For example, in 1920, 51.2 percent of the population in the United States was composed of urban people, while

the 1955 estimated urban population was 64.1 percent of the total population. Because of the population shift and increase, nearly twice as many people now live in urban areas than lived in corresponding areas in 1920. This number places a different emphasis on vocational outlets and preparation, and educational and vocational training. Also, such factors as use of leisure time, social adjustment, and educational training must be considered in the light of the environment in which the individual lives. The impetus of population changes with its concomitant problems makes it more necessary that the youth of today have assistance in solving problems which arise from factors beyond their control. Only by systematic guidance procedures can youth solve these problems successfully and find a place as productive and happy members of a democratic society.

STANDARDS OF LIVING

Simultaneously with changes in industry, vocation, and population, the standards of living have risen. Obviously it is apparent that the increase in the number of cars, bathtubs, electrical appliances, and other modern conveniences has raised the standard of living of the people in the United States above that of the people of any other nation. However, emphasis on increasingly high living standards will present many problems to the homemaker, farmer, busioessman, professional, and white-collar worker of tomorrow. There are tremendous pressures placed on youth of today to "keep up with the Joneses," to "select only professional vocations," and "to judge worth only in terms of monetary gain." Frequently, levels of aspirations are set at a height completely out of proportion to the individual's capacity to achieve. If youth are going to cope with these problems effectively and constructively, adequate guidance is necessary.

EMPLOYMENT OF YOUTH

Frequently it is assumed that it is the responsibility of the school to educate youth for the future but that little, if any, effort need be used in assisting the young people who will not complete a high school education or those who must work part time in order to complete their education. Many times it is felt that the number of students who seek work before completing high school is relatively small and insignificant. While information gained by the United States Bureau of Census (18:198) indicates that the percentage of youth being employed is de-

creasing, the fact remains that during the first part of 1956 over 4,000,-000 boys and girls between the ages of 14 and 19 were part of the civilian labor force. It seems that, if the school is going to accept its full responsibility, effective guidance is necessary to help identify youth who are potential drop-outs and to assist them in solving their problems so that they may complete their formal education. In cases where completion of studies is not feasible, it is still the obligation of the school to assist the student in selecting and securing work compatible with his interests, aptitudes, and abilities.

MILITARY DEMANDS

World tension and anxiety have created different as well as additional problems for the youth of today. Even though one world war and a "police action" have occurred not so long ago, the pressure of possible conflicts has not diminished. From all indications, it is likely that every able-bodied male youth will spend at least two years in military service. Such being the situation, it is imperative that each student take this possibility into consideration when making long-term educational and vocational plans. Every effort should be made to assist youth in preparing for military life and for the adjustment which he must make after the years spent in military service.

Changes in the School

The many social and economic changes that have occurred increase the need for an efficient guidance program; furthermore, the many changes that have occurred within the school, its structure, its purposes, and population further emphasize this need. Some of these changes are in terms of enrollment increases, curriculum development, changing objectives, and holding power of the school.

ENROLLMENT INCREASES

Over a period of years school enrollment has shown a steady increase. Fluctuations have occurred from year to year, but the trend has been steadily upward. Table 1 contains statistics showing enrollment increase between 1900 and 1955. The total enrollment at all levels of education has increased tremendously, with the greatest increase occurring at the secondary and the higher education levels.

The decrease in elementary school enrollment in 1940 and the subsequent decrease in the secondary enrollment in 1950 was due probably

to the decrease in the birthrate during the depression of the thirties. In addition to an increase in enrollment, the public schools were keeping students for a greater number of days per school year. Information gained from the biennial survey of education (*18:*115) points out that whereas in 1870, 57 percent of the population, including students from five to 17, was going to public school, over 84 percent was going in 1952. In addition, the 57 percent were attending approximately 78 days per year, while the 84 percent were attending approximately 158

TABLE 1. School and College Enrollment, 1900 to 1955

Year	Elementary School Enrollment, Total[a]	Secondary School Enrollment, Total[a]	Higher Education Enrollment, Total[a]
1900	16,261,846	699,403	237,592
1910	18,528,535	1,115,398	355,215
1920	20,963,722	2,500,176	597,880
1930	23,717,796	4,804,255	1,100,737
1940	21,106,635	7,123,009	1,494,203
1950	22,201,505	6,427,042	2,659,021
1955	27,086,000	7,961,000	2,379,000

[a] Total figures included Public, Nonpublic, and Secondary schools for exceptional children.

SOURCE: U.S. Bureau of the Census, *Statistical Abstract of the United States 1956* (Seventy-seventh edition), Washington, D.C., 1956, p. 110.

days per year. The increase in the number of students attending public schools, therefore, is due to the result of an increase in population plus an increase in the percentage of school-age children attending school. The birthrates of the past few years indicate that enrollments will continue to increase. This trend in "education for all" creates many problems for students and the profession of teaching alike. Gone are the days when the teacher and student had a constant, individual contact which afforded the teacher an opportunity to know every student intimately. *An efficient guidance program is necessary to individualize education in the present program of mass education.*

CURRICULUM DEVELOPMENT

The increased enrollment along with changing objectives of education has necessitated changes in the curriculum. Whereas emphasis was originally placed on the development of the intellectual few who wished to pursue their training in the colleges and universities, the present emphasis is placed on the development of the whole individual,

regardless of his academic level of pursuance. Consequently, new courses have been instituted, many of which have been vocationally oriented; the elective system has evolved, allowing the student more freedom of choice in subjects. While the college preparatory course is still prominent, it necessarily shares with the commercial, general, and industrial trade courses. A choice was not available a number of years ago; today there is almost an overabundance of choices for the public school youth. Because of the expanded curriculum with its provision for freedom of choices, each student needs assistance in evaluating the various alternatives and in relating these alternatives to his own needs and abilities. A well-directed program of guidance services can be of great assistance to students in evaluating alternatives and making right choices.

HOLDING POWER OF SCHOOL

As enrollments increased, the schools changed their objectives to meet the more diversified needs of their students. Administrators and teachers became more concerned about the total development of the student, and more emphasis was placed on the importance of retaining students in school for a period of time longer than they had stayed formerly. For example, according to the Bureau of Census, the median years of school completed in 1940 was 8.4 years, whereas in 1950 it had risen to 9.3. While more students are going to school and are remaining for a longer period of time, there remains much to be done in providing a program that will effectively meet the needs of a large number of our students. This fact is illustrated in Table 2, which presents information showing the number of students per 1000 students enrolled in the fifth grade who continued through college. Many factors may contribute to a student's decision to drop out of school. Undoubtedly a major factor is the pupil's inability to satisfy his needs from a deficient school program.

Of every 1000 students enrolled in the fifth grade during the 1944–45 academic year, only 522 graduated from high school, and approximately 45 percent of the graduating group entered college. While some of the drop-out group may have reached their limits of educability, it appears unlikely that the majority of drop-outs withdrew for that reason. These appalling figures show that for every student who graduates from high school, another one has dropped out before graduation. It should also be noted that the figures in Table 2 start with the fifth

TABLE 2. Number Surviving Through College per 1000 Pupils

Grade or Year	1932-33	1933-34	1934-35	1935-36	1936-37	1937-38	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45
Elementary													
Fifth[a]	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000	1000
Sixth	935	944	953	946	954	954	955	963	968	952	954	972	952
Seventh	889	895	892	889	895	901	908	916	910	905	909	914	929
Eighth	831	836	842	839	849	850	853	846	836	834	847	870	858
High School													
I	786	792	803	814	839	811	796	781	781	789	807	827	848
II	664	688	711	725	704	679	655	673	697	698	713	745	748
III	570	594	610	587	554	519	532	552	566	581	604	629	650
IV	510	489	512	466	425	428	444	476	507	514	533	557	549
Graduates	455	462	467	439	393	398	419	450	481	488	505	515	522
Year of Graduation	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952
College													
First	160	142	129	119	121	b	b	b	b	b	225	218	234
Graduates	47	49	51	b	b	b	b	b	b	b			
Year of Graduation	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956

[a] Fourth grade in 11-grade system, fifth grade in 12-grade system.

[b] Because of veteran students, it is not possible to calculate retention rates.

SOURCE: U.S. Bureau of the Census, *Statistical Abstract of the United States 1956* (Seventy-seventh edition), Washington, D.C., 1956, p. 126.

grades, and there is no doubt that a number of drop-outs occur between the first and fifth grades. In the process of mass education, many problems have developed which may cause many individual students to suffer. The individual attention and instruction which formerly served to meet the student's needs is no longer possible. If students are to gain maximum benefits from their education, an adequate program of guidance services must be organized for the purpose of regaining individualization of education and of conducting the continuous research necessary to proper curriculum development.

Adjustment Needs

Continuous emphasis has been placed in this chapter on the responsibility of the school to educate the whole student and the role of an organized program of guidance services to help fulfill this responsibility. A brief survey of the needs of students and the extent to which these needs are being fulfilled might be helpful in additional analysis of the need for a guidance program.

PHYSICAL NEEDS

The rejection rates of the Armed Forces forcefully emphasizes the failure of schools in meeting the physical needs of youth. Medical studies on nutritional status and surveys of food consumption have repeatedly pointed out that many children in all areas of the country have inadequate diets. The frequency of visual difficulties, hearing impairment, and dental defects suggests that the physical health of our youth should be a major concern of the schools. Many school children have physical handicaps, such as orthopedic conditions, rheumatic fever, heart disease, allergies, epilepsy, and diabetes. A well-organized guidance program plays a vital role in helping youth meet their physical needs.

SOCIAL NEEDS

In the past few years tremendous importance has been attached to the social development of the child. Practically every group of educational objectives includes statements pertaining to the social training of the individual. Yet nearly every teacher, administrator, and guidance worker knows that only a minor percentage of the total student body ever affiliate with student organizations or take part in other student activities. Too large a proportion of our students do not participate in

the extracurricular activities which are designed to aid the student in meeting his social needs.

The juvenile delinquency and crime rates suggest strongly that many youngsters are selecting antisocial means to satisfy their motivation. A summary of statistics presented in the 1956 *Statistical Abstract* indicates that the number of juvenile court cases almost doubled between 1940 and 1954 (*18:143*). When one realizes that many cases of juvenile delinquency never reach the courts, it can hardly be denied that the school has not successfully fulfilled its obligaton in meeting the social needs of youth.

EMOTIONAL NEEDS

Frequent use is made of mental illness statistics to point out the fact that a great number of people have not had their emotional needs adequately fulfilled. Table 3 presents data of patients hospitalized from 1935 to 1950 because of mental illness, epilepsy, and mental defects.

TABLE 3. Patients in Hospitals for Mental Diseases and in Institutions for Mental Defectives and Epileptics, Under Public and Private Control, 1935 to 1950

	Patients in Hospital for Mental Disease at Beginning of Year				Mental Defectives and Epileptics in Institutions at Beginning of Year				
	Total		Public Hospitals			Total		Public Inst.		
Year	No. of Patients	Rate*	State	Others	Private Hosp.	No. of Patients	Rate*	State	City	Private Hosp.
1935	403,895	318.4	342,167	51,789	9,939	95,101	75.0	89,760	1,103	4,238
1940	461,358	351.0	393,804	56,849	10,705	102,292	77.8	98,228	521	3,543
1945	510,661	365.8	433,763	63,875	13,023	117,783	84.4	111,550	452	5,781
1950	566,510	377.2	479,056	73,548	13,906	131,040	87.2	124,304	b	6,736

ᵇ The last city institution was transferred to state auspices in 1948.

ᵃ Per 100,000 per estimated population.

SOURCE: U.S. Bureau of the Census, *Statistical Abstract of the United States 1953* (Seventy-fourth edition), Washington, D.C., 1953, p. 86.

There was a steady growth in the number of such people admitted to the hospitals between the years 1935 and 1950. In addition to the increase in numbers an increase in the rate of entrants per thousand population has occurred. In 1935 approximately 318 per 100,000 population were admitted while in 1950 approximately 377 per 100,000 population were admitted. Recently, the Hoover Commission issued a report which indicated that approximately one out of every 12 indi-

viduals in the future would need to spend some time in a mental institution. However, an encouraging note is indicated in the public health reports for the fiscal year 1956. In 1956 resident patients in mental hospitals at the end of the year were 552,186, a decrease of 1.3 percent over figures for 1955 (*19*). Undoubtedly the group admitted to hospitals for mental illness, epilepsy, or mental defects is composed mainly of adults. But the seeds of mental illness of adulthood are sown in childhood. For this reason, individuals who influence the child during his formative years have a great responsibility in helping the child achieve normal emotional satisfactions.

Another index of emotional maladjustment is apparent in the divorce rates. The stability of marriages is often a reflection of the emotional maturity of the individuals involved. Emotional maturity is achieved only through a process of development whereby normal emotional needs are satisfied.

Of the many factors which threaten the stability of marriage, war is a major one. Approximately one in ten marriages ended in divorce in 1900; while one out of every five marriages ended in divorce in 1954 (*18*:76). In order to counteract such trends as the increasing divorce rate, more attention should be given to satisfying the needs of people in such a manner that emotional stability will result. Individual and effective guidance in satisfying these needs will result in maximum development and stability of the individual.

INTELLECTUAL NEEDS

It is impossible to separate the needs discussed thus far and place them in neat and separate compartments. The whole individual is involved and various needs overlap. While we have given specific illustrations of unsatisfied physical, social, and emotional needs, it should be kept in mind that all needs are interrelated and that they exert a composite influence on the total individual.

A number of available examples point up the fact that the schools are not adequately meeting the intellectual needs of pupils, but it should not be assumed that intellectual needs are the only needs involved. However, the number of students who are retained each year, the number of pupils who drop out of school, and the great number of underachievers suggest that intellectual needs are not being fully met. A report by the Commission on Human Resources and Advanced Training found that only 53 percent of those who ranked in

the top fifth of their classes as high school graduates continued their education in college (22). Some students fail to go to college because of inadequate financial means; but recent studies suggest that the lack of a challenge and stimulation to their intellectual capacities, and in-different attitudes toward education may be other major factors. Many of these students might be students who could contribute more to society than is contributed by those students who go to college. Every effort should be made to stimulate and to provide them with an oppor-tunity to develop their abilities.

Scientific Developments

During the past half century our knowledge about people has in-creased, better tools and techniques for studying students have been developed, and as a result, we are in a better position to offer guidance services superior to those formerly possible. Hahn and MacLean (7) have aptly summarized some of these developments in the field of counseling psychology.

Amid the turbulence created by all these social, political, economic, and academic forces, counseling psychology is much on the move—and there are some indications that this movement is forward. The theorists continue to theorize and the researchers to research. There appears to be a strong trend toward the integration of hitherto specialized and often separated areas. Some significant landmarks since the publication of *General Clinical Counseling* are O. H. Mowrer's *Learning Theory and Personality Dynamics* (1950), Dollard and Miller's *Personality and Psychotherapy* (1950), Jurgen Ruesch and Gregory Bateson's *Communication, The Social Matrix of Psychiatry* (1953), H. V. Ingham and L. R. Love's *The Process of Psychotherapy* (1954), and the Milbank Memorial Fund's symposium (1952) on *The Biology of Mental Health and Disease* (1952). Another indication of the drive toward integration is the symposium edited by R. R. Blake and G. V. Ramsey on *Perception: An Approach to Personality* (1951), in which, among thirteen articles of merit, Urie Bronfenbrenner in his "Toward an Integrated Theory and Personality" blends the theories of the greats from Freud to Lewin and Harry Stack Sullivan into a single organization of concepts of personality structure and development. Students of group process have not been idle, as, for example, G. H. Hinckley and Lydia Hermann's *Group Treatment in Psychotherapy* (1951), the symposium edited by J. G. Miller on *Experiments in Social Process* (1950), and another edited by Dorwin Cartwright and Alvin Zander on *Group Dynamics, Research and Theory* (1953). To these must be added a pair of handbooks for the ready reference of counseling psychologists, each in two volumes, each with

massive bibliographies. These are D. H. Fryer and E. R. Henry's *Handbook of Applied Psychology* (1950) and Gardner Lindzey's *Handbook of Social Psychology* (1954). Capping them all for the student of counseling is Harold B. Pepinsky and Pauline N. Pepinsky's *Counseling Theory and Practice* (1954).

PLACE AND IMPORTANCE
OF AN ORGANIZED PROGRAM OF GUIDANCE SERVICES

The previous discussion has been devoted to stressing the need for guidance services in the public schools. The need seems to be increasing as our society becomes more complex, school enrollments increase, and occupational structure changes.[2] Only through an organized effort of the total school personnel can an efficient attempt be made to help the youth of today solve their problems.

The objective of a guidance program must be determined and well established if much progress is to result. Much consideration must be given to the following suggested purposes prior to initiating a program of guidance services.

1. In the first place the guidance program must aim at meeting the needs of the student. The maximum development of each student should be a major concern of a guidance program. The development of the whole individual should be given primary consideration in this respect.

2. Guidance services should result in increasing desirable teacher-student relationship. This relationship is of utmost importance in the school community; the guidance program should contribute to establishing this desirable teacher-student relationship.

3. Improvement of instruction and the curriculum is a foremost purpose of guidance services. Only through good instruction and a satisfactory curriculum is the maximum development of each student possible.

4. The effective utilization of manpower should be a contributing result of a guidance program. While the efficient worker is an end product, much planning and effort has to take place before the individual is able to assume his role in the world of work. As demand

[2] An excellent description of the problems confronting the nation and the cultivation of the capabilities and talents of its people can be found in Educational Policies Commission, *Manpower and Education*, Washington, D.C., National Education Association, 1956.

for job specialities increases, every effort should be directed toward effective use of each individual's abilities and capacities.

5. The ultimate objective of an organized guidance program is the development of well-adjusted individuals who will become responsible, democratic citizens. Whereas normal growth and development aid in this goal, effective guidance in the developmental process is needed to ensure achievement of the goal.

Guidance services have begun to assume an important role in the total educational program. Most educators are in agreement concerning the value of guidance services. Despite this agreement, many schools have not made a conscientious attempt to implement and maintain an organized program. There are perhaps many reasons why educators have not implemented guidance services even if their educational theory makes them cognizant of its importance. One factor revolves around the principles of and the techniques and methods used in initiating and administering a group of guidance services. Many who are called on to initiate such services lack the knowledge of desirable techniques for starting a program and the organizational *know how* and procedures necessary for administering them once they have been started. It is the purpose of this book to assist such people in gaining insight into the role of guidance as it should function io the total educational program and to suggest practical techniques and methods that have proved useful in establishing and maintainiog effective guidance programs.

SUMMARY

Guidance, as used in this book, refers to an organized group of services established for the purpose of assisting each student to attain his maximum potential development and adjustment. Several factors have increased the need for guidance in the past several years. The increased industrial development has resulted in changes in occupational demands, structure, and standards of living. Changing modes of transportation and communication have provided people with the opportunity to travel and interchange ideas. The world situation has made it necessary for practically all male youth to spend some time in military service. Changes within the school which indicate a pressing need for an effective guidance program include enrollment increases, curriculum development, school's ability to hold students longer, and philosophy of meeting student needs. Statistics on delinquency, crime,

mental illness, and divorces suggest that there is much to be desired in the process of attempting to meet the needs of youth so that they may become well adjusted, happy, and productive citizens of tomorrow. Most educators are in agreement concerning the value of guidance services but many who are called on to initiate services lack the knowledge of desirable techniques for starting a program and the organizational know how and procedures necessary for administering them once they have been started. It is the purpose of this book to assist such people in gaining insight into the role of guidance services in the educational program and to suggest techniques for establishing and maintaining an effective guidance program.

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The Guidance Process in Education

AN OVERVIEW OF AIMS AND PURPOSES OF EDUCATION

Changing Aims of Education

TO MAKE an appropriate contribution to the educational program the guidance program must be related to the educational objectives of the school. The purposes of each school will vary depending upon such factors as size of school, clientele, community, and finances. While there are variations in school purposes, it seems desirable to explore some of the common aims of education and learn how these aims have changed over a period of time before proceeding to a discussion of the guidance process as such.

The ultimate objective of education in any single period of history is the one that best satisfies the needs of society at that time. Mankind has never been able to make up its mind for long about the proper aims of education, and since these aims are relatively few, one finds them similar as they appear in different centuries whenever the environment is appropriate for each in turn (6). Numerous attempts have been made to state the objectives of American education, with each new list of objectives reflecting the values of the particular participants making it. However, the outstanding characteristic of the many formulations of the objectives of American education is the continued striving toward the democratic ideal; the minimum essentials of democracy constitute the common core in the numerous lists (32).

The history of education is replete with the aims of education, starting with those of primitive man and extending down to the twentieth

century. Wilds (*34*) has very aptly summarized the changes in the aims of education which have occurred in the development of modern educational philosophy. His summarization presents some of the contrasts between contemporary educational aims and educational aims of the past centuries. The following contrasts are noted:

1. From an education for an abundant life for the privileged few, to one that aims at a rich and full life for all.
2. From an education for the moral regeneration of society, to one that aims at general social security.
3. From an education that prepares for the future, to one that tries to take care of the immediate needs of the pupil.
4. From the control of conduct through the authority of church or Bible, to the development of self-control based upon a desire for social service.
5. From a formal training in the classical standards of expression, to the development of free, creative self-expression.
6. From an emphasis upon the development of the individual for his own practical success, to the idea of training individuals to contribute to the general social welfare.
7. From the development of unswerving loyalty and unquestioning obedience to church and state, to a critical examination and evaluation of all social institutions.
8. From an education largely for ornamentation and ostentation, to a development of the natural interests of the child.
9. From a formal training of the physical, mental, and moral facilities through rigorous exercises and disciplines, to a control of the natural growth of the whole child and the utilization of his natural capacities to the maximum of their potentialities.
10. From an education that prepares the few thought capable of reasoning to throw off the chains of absolute authority, to an education that develops mass intelligence for the judging of human affairs.
11. From an education that would preserve all of the natural traits of the individual, to one that would modify undesirable inherited tendencies and adapt them to the present social environment.
12. From the development of a blind devotion to one's own country and a distrust of others, to the development of a realization that national welfare can be advanced best by intelligent coöperation with other nations.
13. From an excessive concern with the material realities of life as goals of education to a recognition of the importance of true spiritual realities.
14. From too-great an emphasis upon scientific research and experimentation for their own sake, to a realization that science is only an instrument for social improvement.

15. From the idea of adjusting the child to established and unchanging social patterns, to the idea of preparing him to play his part in a changing society.

16. From an education that aims at the mere acquisition of knowledge, to one that is directed toward the achievement of psychological aims and sociological objectives.

Present Purposes of Education

The contrasts listed by Wilds emphasize the progress that has taken place in education and the concept that education is now concerned with the development of all the traits of every individual to the maximum of his capabilities to the end that he may assume his proper role in a democratic society. One of the best statements of present-day objectives of education is the pronouncements of the Educational Policies Commission (27). It is summarized as follows (30):

The first of these major purposes has to do with personal growth of the individual. Command of the fundamental tools of learning, an inquiring mind, desirable health habits, and suitable leisure-time interests are results of the educative process which society desires for everyone. These are designated as the *objectives of self-realization*.

The second major purpose concerns the problem of getting along with other people. The ability to work and play with others, to enjoy a varied social life both within and outside the home, to appreciate and observe the ideals of family life, are important goals of education. These are described as the *objectives of human relationship*.

The third major purpose relates to the earning and spending of an income. Information as to the requirements and opportunities in various types of work, knowledge of the satisfaction of good workmanship and of success in a chosen occupation, and understanding of methods of safeguarding the buyer's interests are all matters properly within the scope of the school program. These are classified as the *objectives of economic efficiency*.

The fourth major purpose is centered around participation in civic affairs. The development of respect for differences of opinion, understanding of the process of a democratic society, regard for proper use of the nation's resources, and appreciation of the disparities of human circumstances as well as of methods for contributing to the general welfare is the responsibility which the system of public education cannot ignore. These are the *objectives of civic responsibility*.

Frequently the aims of education describe what the educated man

will be and do. In other words, the **objectives are a description of the behavior an individual should express as a result of education.** Morris (25) illustrates this method by stating that schools should endeavor to produce individuals:

1. Who are capable of efficient adjustment to changing situations.
2. Who show respect for other persons and groups.
3. Who will coöperate with others at all levels of society (family, community, state, nation, and world).
4. Who show a well-integrated self.
5. Who have a workable value system (a philosophy of life; a clear concept of principles).
6. Who have vocational competency and efficiency.
7. Who are capable of objective research and guidance of activities in accordance with their feelings.
8. Who are competent to accept responsibility and to act as leaders.
9. Who will establish group-supported schools providing equal educational opportunities for all age groups on the basis of ability.
10. Who will carry out the policy of the schools, determined ultimately through the people by democratic procedures.
11. Who help make provision for effective use of all information of international interest and who help to secure adequate collection and dissemination of that information.

If our way of life is to survive, then we must perpetuate in our children through our schools those principles suggested herein as basic to a free society and developed as a part of our heritage.

If education is going to contribute to the needs of society by producing the type of individual described, then all facets of the educational community must work in coöperation, each assuming its respective responsibility. Many groups should be involved in determining the purposes of the school. The guidance worker has the responsibility of assisting these groups to achieve their purposes through the application of what is known about individuals, how they differ and how they develop. The guidance program thus has an important role in helping an individual develop the ability to assume his responsibilities in a democratic society.

THE GUIDANCE PROCESS IN EDUCATION

Factors Affecting Guidance Process

There has been considerable change and progress in education over the centuries. The changing aims of education have evidenced some of

this progress, but additional changes have occurred in the types of education offered, content of curriculum, agencies providing education, organization of the schools, and methods of teaching. All of these changes have influenced the development of guidance theory and practice. A brief look at the changes will point out how certain factors in the educational structure can have a pronounced influence on the guidance process. The following are noted by Morris (24):

There has been a change in emphasis from providing a few types of educational training to providing an education that includes all types of training. Whereas formerly education was mainly a process of intellectual development which presented knowledge for cultural or disciplinary processes, it now uses knowledge as an instrument for the solution of individual and social problems. Formerly, vocational training was offered for a few skilled occupations demanding certain skills; now training is offered for a multitude of occupations recognizing the need for a background of general culture and adaptability. Education has changed from a deterministic education that provided different opportunities for different social status to a democratic education that provides equal opportunities for all who can profit from them.

The curriculum has varied from a mere linguistic curriculum, useful for memorization and maintaining discipline, to a broad scientific and social curriculum adapted to the needs of everyday living. Whereas formerly the curriculum was concerned with only accepted and conventional aspects of society, it now is concerned with the total experiences of the child and includes controversial issues and unsolved problems.

The private schools were the chief agencies providing education in early times. At the present time the majority of the educational agencies are state-controlled, tax-supported, free, common, and nonsectarian schools. Formerly, the school was set apart from living situations, but at the present, the attempt is made to associate the school with living and utilize all of its environment as a laboratory for experimental learning. There has been a change from a plain, unsanitary, and poorly equipped school to one that has all of the conveniences and equipment that modern science can provide. Selecting teachers on the basis of teaching personality, general culture, knowledge of subject matter, and teaching skills is a decided improvement over selecting teachers on a basis of religious beliefs as was formerly done.

The organizational structure of the school system was at one time

described as dual wherein an elementary school education was for the masses and the secondary and higher schools of learning were for prospective leaders. The administration of these schools was centered largely in local authorities while today there is a tendency toward a stronger centralization of administration with state educational officials.

Methods of teaching have changed from those wherein the teacher was active and the child passive to those wherein the child is given the opportunity to learn by doing. The one-time emphasis upon strict discipline and absolute conformity to teacher-established patterns has been replaced largely by philosophies and procedures which encourage and motivate students toward the attainment of practical, realistic goals in keeping with their interests, potentialities, and capabilities. The change from treating all children alike to a philosophy that recognizes differences in children is a highly desirable change in educational methods.

These changes in the school system, curriculum, and teaching methods have provided much of the basis for the development of the guidance process in the schools. These changes have produced a situation in which a group of organized, specialized services has become necessary if education is going to provide maximum benefits to the students and to their communities.

The Guidance Process

The guidance process includes those activities which are designed to assist the pupil in his adjustment and to assist him in the attainment of worthwhile goals and objectives. This process is based on the basic principles formulated at the end of Chapter 1. Without such a foundation, little or no effective guidance will result. The activities included in the guidance program should touch all aspects of the student's life. Specific activities in this procedure include: (1) orientation, (2) gaining and recording information about the pupil, (3) counseling, (4) planning and providing group activities, (5) placement, (6) follow-up and, (7) research and evaluation.

ORIENTATION

The initial step of the student in entering school provides an opportunity to begin the guidance process. The student can be assisted in making adjustment through a systematic program of activities by which

he can become acquainted with other students, teachers, facilities, regulations, and procedures of the school. Experiences with new elements encountered under the supervision of a sympathetic adult can do wonders in alleviating the fears of elementary school children and will provide an atmosphere in which they will feel secure, adequate, and contented. This kind of a beginning will contribute positively to children's ability to adjust satisfactorily to subsequent school experiences.

Because students encounter changes in types of schools as they progress along the educational ladder, orientation activities should be provided at those breaking points. A program of orientation experiences prior to and during the transition period of the elementary school, junior high school, high school, and college will help bridge the gap and assist the student toward the attainment of worthwhile goals and objectives.

GAINING INFORMATION ABOUT PUPILS

As little effective guidance can be accomplished without certain information, the guidance process will be concerned with those activities involved in obtaining such information. It is highly desirable to have significant information about the pupil's past life, present status, and future plans; such information should show pertinent relationships to his family and community. Needed information may be obtained through the assistance of the various school personnel. Many specific methods, both formal and informal, may be used in gaining information about the pupil. An organized testing program to measure the student's abilities, interests, achievements, and personality is a specific activity of great use in this respect. Informal techniques used in gaining information about students include anecdotal records, rating scales, autobiographies, sociometry, and sociodrama. A complete picture of the individual must include information from all facets of his life, including classroom, out-of-school, home, and community activities.

If the information gained about the pupil is going to be put to effective use, it should be recorded in a systematic way so as to present the student's developmental and adjustment status at given times. An adequate set of cumulative records is essential for this purpose and should be on file with the student's other records as he progresses through the grades or moves to another school.

COUNSELING

The counseling process in the guidance program includes those person-to-person interviews whereby the information gained from other sources about the student can be put to effective use. There are various types of interviews and many different problems might be encountered there. Some specific services that may be performed in counseling include: (1) assisting the student in the selection of a course of study; (2) making an appraisal of the student's interests, aptitudes, and abilities and determining their relationship to his present and future goals; (3) assisting with problems that relate to academic learning; and (4) discussing problems of a personal nature.

Every student should have the benefit of individual interviews in which specific steps can be taken to assist him in the solution of his problems as they arise. The counseling process is a growth experience and, if the process is viewed as problem solving by the participants, it will result in the formation of attitudes and habits that will be helpful when future problems arise.

GROUP ACTIVITIES

The guidance process should touch all developmental traits of the individual. Some traits can be developed only in group situations and hence activities of this nature should be organized. Specific group activities included for assisting students to gain maximum development include various social activities, student government, occupational courses, work experiences, and homeroom activities. Learning to get along with one's classmates, developing social skills, and experiencing democratic procedures are desirable outcomes of group activities.

Research has indicated that using group procedures along with individual counseling procedures provide maximum benefits in vocational counseling. It would seem that excellent benefits could also result from providing group experiences of a democratic and social nature followed by individual interviews whereby a discussion and evaluation of these experiences might take place.

PLACEMENT

An ultimate aim of the guidance process is the aim of placing the individual in a satisfying and productive job at the end of his training. In fulfilling this aim many intermediate steps must be taken. An evalua-

he can become acquainted with other students, teachers, facilities, regulations, and procedures of the school. Experiences with new elements encountered under the supervision of a sympathetic adult can do wonders in alleviating the fears of elementary school children and will provide an atmosphere in which they will feel secure, adequate, and contented. This kind of a beginning will contribute positively to children's ability to adjust satisfactorily to subsequent school experiences.

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mass education for all. Guidance services have been initiated to individualize education so that the needs of all students might be fulfilled and the educational objectives of the school achieved.

GUIDANCE PROGRAM IN RELATION TO OTHER PHASES OF SCHOOL PROGRAM

The educational program is composed of many elements; and all elements should contribute to the achievement of the purposes of the school. It is highly important that all facets of the school be used coöperatively if a school is to fulfill this obligation. In this section we shall discuss the guidance program and its relationship to the other elements and activities in the school.

Guidance and the Curriculum

The term, curriculum, is too frequently referred to as those experiences which the student has in a formal classroom situation. More recently, the term has been broadened to include the total educational experiences of the student, not only in the classroom but also outside the classroom. How is this extended concept related to the guidance services?

One author has recently noted that curriculum textbooks almost entirely ignore organized guidance programs as an essential in achieving school purposes. On the other hand, guidance textbooks, on the whole, have been written as if what the school teaches and how it teaches it were no responsibility of counselors. It is further pointed out that curriculum people almost completely ignore the functions of the guidance services as a means of attaining the goals of the school and that too many guidance teachers never discuss these goals at all (18).

Another writer states that at present the relation of guidance to the curriculum is not clear. Some writers treat the two as distinct areas of education: teachers are responsible for the intellectual development of pupils; guidance workers, for their social and emotional development. Other statements on the subject will not include guidance as part of the curriculum but include it as merely one of the educational experiences that the child has in school (29).

The writers feel that the guidance program and the curriculum are complementary parts of the educational program designed to assist the student in his whole development, by applying what is known about students—how they differ and how they develop. One part

tion of the student's possibilities must be related to the opportunities available and to his goals. Placement should be broad enough to include the next step in training, whether that next step be of an educational or vocational nature.

RESEARCH

If the guidance services are going to make maximum contributions to the student, teachers, and administration, a constant research program is necessary. Knowledge concerning the nature of the student population and the effectiveness of guidance procedures is imperative if the guidance services are to be based on findings gained from scientific exploration. A research program should assist teachers in producing a more effective student-teacher relationship by providing information concerning the developmental status of the student. A thorough research program provides a foundation for curriculum construction in which every attempt should be made to meet the needs of the student and the community. Only through research studies can an objective evaluation be made of guidance activities and improvements made in services being rendered.

Continuity of the Guidance Process

The guidance process must be preceded by a philosophy or point of view which is based on the premise that it is the responsibility of the school to assist all students to develop to the maximum of their potentialities. When that philosophy prevails, guidance will be initiated when the student first enters school and will continue until he has adjusted to post-school life. The information gained about a student should be readily available to counselors as the student progresses through the school program. The process of gathering information about a student should begin with the student's first year of attendance at school; it is impossible to secure good information by trying to go back and fill in gaps in later years. Furthermore, if part of the guidance activities are not performed when the child first enters school, the school is falling short of providing services that are essential in helping students to achieve the educational objectives of the school.

In summary, we might say that the guidance process has developed as a result of changes in educational aims, methods, organization, curriculum, and agencies. These changes have produced a type of

of the student-teacher relationship can be increased through coöperative undertaking; such coöperative undertakings are essential in meeting students' needs. Curriculum modification and improvement can be initiated through the use of information gained from the curriculum and guidance staff. This should result in a program of educational experiences that will be beneficial to all students in realizing a fulfillment of their needs and in attaining educational purposes.

Guidance and Teaching

One current school of thought would place the task of guiding the student entirely in the hands of the classroom teacher. In such a system, there would be no need for a guidance staff apart from the instructional force. Opposed to this philosophy is that of the group of people who think that all guidance must be organized under the direction and with the assistance of specialists, who render an individualized, consultative type of service. Specially trained counselors would render services one step removed from the services rendered by the classroom teacher in the hierarchy of educational specialization. They would deal with complex problems and troubles much too involved for the classroom teacher to handle (35).

The authors are not in full agreement with either of these extreme points of view. It seems that those advocates of teachers "doing everything in guidance" are really arguing against specialization and extreme division of labor in education. That is, they do not want education to fall victim to specialization as medicine has. There must be a "generalist" who knows John as a person and can help him use what the specialists have found out about him. The need for guidance services has arisen because our growing fund of knowledge makes it difficult for one person to be psychologist, speech therapist, vocational counselor, and classroom teacher. However, the guidance worker is contending for the same thing—that is, the "generalist," as is the teacher. In the elementary school this person is and should be the teacher; in the secondary school it might well be the guidance worker—counselor, adviser. The point we want to emphasize is that there is really no conflict between the purpose of the teacher and that of the counselor.

Teaching with its emphasis on curriculum matters is not separate from the guidance activities which have come to the fore of recent years. The fact that certain aspects of guidance require special training accounts for the necessity of guidance specialists in our schools. No

cannot achieve its maximum efficiency without the assistance and coöperation of the other part.

Guidance and curriculum personnel can work closely together in a number of ways (20). In the first place, guidance and curriculum members can work together in assisting the student in a selection of courses which will meet his needs and help to solve his problems. In this coöperative venture the student's plans, needs, interests, and problems will be considered. Student-teacher relationship will benefit because a student will be likely to find himself in classes for which he can see a need. Additional desirable experiences will be provided for purposes of meeting his needs.

A second area of coöperation revolves around instruction in the classroom. The material gained by guidance procedures can be used by the classroom instructor in providing meaningful experiences for students. As curriculum people are used in assisting students in selecting courses, they become oriented to student needs. This orientation will be reflected in the instructional program with a resultant increase of emphasis on teaching students according to their needs and capacities, and decrease of emphasis upon a narrow, concentrated procedure of imparting subject matter for its own sake alone.

The curriculum personnel can perform a valuable service to the guidance staff by providing them with a clear statement of the purposes and problems of each course. This will assist the guidance staff through counseling services to relate the course to the needs of the student. In turn those students who enter such courses will have a better understanding of their purpose and the values or the outcomes to be sought.

Curriculum and guidance personnel should work together to extend the experiences of students to out-of-school activities as well as in class activities. Those who work with the curriculum place emphasis on the value of experiences gained in social activities, student government and part-time work. Guidance people can greatly aid curriculum personnel by assisting students to enroll and participate in such activities. Many worthwhile experiences are gained from group activities and are essential to the development of a well-rounded individual.

By working together in the areas suggested above, curriculum and guidance personnel should come to have mutual understanding of each others' problems. The objectives of both are similar, and each uses its own techniques in obtaining these objectives. The effectiveness

ual services. Each contributes its part in the total development of the student. One group procedure which developed as a means to provide guidance assistance was the homeroom. What is the proper relationship of the homeroom to the guidance program as a whole?

The homeroom can make an important contribution to the guidance program and provide great help to students in solving problems. In order to provide maximum benefits, the homeroom should be coördinated with counseling and the other guidance services. The guidance activities in the homeroom, planned by teachers and students working together, are of such a nature that group methods are the principal methods utilized. The program encourages the homeroom teachers to consult with grade advisors and to refer individual students to persons equipped to give more intensive counseling than the teacher is prepared to give. By such a procedure, the entire faculty of the school would be involved in the guidance process. One school has assigned students to homerooms and given the same amount of credits for this class as the credit given for any specialized class such as shop or physical education (15).

As the total development of the student is desirable, the homeroom can play a vital role by presenting discussion on the subjects which are important to adjustment but which are not discussed in any formal classroom instruction. The homeroom can adequately take up such topics as those suggested in life adjustment booklets in the areas of boy-girl relations, developing social skills, learning social etiquette, getting along in school, studying properly, taking part in community service, and planning for the future. In the homeroom, the student can participate in the formulation of student government and have experiences which help him to assume the responsibilities and privileges of a citizen in a democratic society. The objectives of a homeroom program should be consistent with the objectives of the guidance services and should primarily utilize group techniques in attaining these objectives. A number of studies have indicated that group orientation to vocations followed by individual counseling is the most effective procedure in vocational planning. It seems likely that using both group and individual techniques will provide maximum benefits in all areas of development. The director of guidance should be responsible for determining the guidance activities of the homeroom program. In this way the homeroom program could be effectively coördinated with and related to the total guidance program.

teacher can afford to ignore information about child growth and development, since teaching effectiveness greatly depends upon a knowledge of such information. Guidance techniques, therefore, provide the teachers with information and methods of education, which tend to raise their status as members of the profession (36).

All teachers can perform guidance functions as a part of their teaching, by providing vocational orientation to their subject matter field, by assisting students with the selection of courses, and by planning educational experiences by means of which normal growth and development can take place. In turn the counselor provides leadership for the guidance program, assists teachers in solving their problems, and provides the specialized skills necessary to operate a complete group of services. These two specialists—the teacher and the counselor—must coöperate to insure desirable results.

The mutual understanding between the two groups of educational personnel can be developed by both being included in the planning of the guidance program, in selecting guidance personnel, and in designating various responsibilities. When this procedure is followed by free exchange of information and conferences on problems as they arise, the necessary teamwork will ensue.

Guidance and the Homeroom

Guidance services grew out of the needs and desires of youth for individualized assistance that could not be obtained by means of mass education. Frequently, the services needed to provide this assistance presented additional expense and the cost for staff and facilities was an amount which many educators felt they could not afford. Attempts were made to find techniques and methods which could provide personalized assistance at a cost which the school could afford. As a result of this search, group techniques and methods originated. The advocates of group methods tended to overemphasize the value of such procedures in helping individual students solve problems. On the other hand, many counselors, specialized in the guidance field, have tended to oppose group methods as a means of attaining guidance objectives. Some counselors have tolerated these methods hoping that the time would come when they would be replaced by better methods. Other counselors have refused to acknowledge group techniques as a member of the family of guidance services (9).

No guidance program is complete without both group and individ-

designed to assist the pupil in his adjustment and to assist toward the attainment of worthwhile goals and objectives. Specific guidance activities include: (1) orientation, (2) gaining and recording information about the pupils, (3) counseling, (4) planning and providing for group activities, (5) placement, (6) follow-up, and (7) research and evaluation. The guidance program is only one phase of the total educational program; those who administer the guidance program should work coöperatively with curriculum specialists, teachers, and those who supervise other school activities in assisting students to attain the educational objectives of the school.

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Guidance and the Extracurricular

It is evident that too little emphasis has been placed on the interlocking relationship between guidance and the extracurricular activities. It seems desirable and important that a guidance program consider the student's need to establish satisfying intellectual, social, and emotional relations with the opposite sex. Consideration should also be given to the student's need to feel secure in group situations. In other words, emotional and social maturity is just as important as intellectual learning (33).

Most educators have accepted the social and emotional development of the student as objectives of education, but too little is done in assisting students to achieve these objectives. In many instances a large percentage of the students participate very little or none in school activities, while at the same time a small minority are devoting a considerable amount of their time to such activities. This condition represents an extreme and calls for planning and organization which will effect a wholesome balance between the two. A well-organized program of guidance services will make use of the extracurricular activities so that each student may have an opportunity to belong to a social group and, through belonging, have developmental experiences in emotional and social traits. Without organized extracurricular activities, it is impossible to assist students in gaining friends and in developing social skills.

The values of and need for an extracurricular program in the school are evident, but to obtain the greatest value, there has to be some systematic organizing and a great deal of planning. There must be coördination in the planning of the activities so that the activities will be related to the other guidance activities. In turn, each will contribute to the achievement of the educational objectives of the school.

SUMMARY

The guidance program must be related to the educational objectives of the school if it is to make an appropriate contribution to the educational program. Educational objectives change from time to time, reflecting the changing needs of society. Present-day education is concerned with the development of all traits of every individual to the maximum of his capabilities so that he may assume his proper role in a democratic society. The guidance program includes those activities

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In contemporary school life there exists these two extreme concepts regarding guidance. Fortunately there is less disagreement concerning the aims and objectives of guidance. Most school people will agree that guidance services have always been present in education and that the effectiveness of the guidance process is merely a matter of emphasis that can be maintained in any sound educational philosophy. The real question is how can the aims of guidance be best achieved? From the brief discussion herewith it is apparent that any organizational structure of a guidance program is dependent upon the philosophy of the school staff.

STRUCTURALIZATION SHOULD BE A GRADUAL PROCESS

Guidance represents many aspects of several detailed operations and can be meaningful and useful only as these operations are organized and brought to the focus of attention. There is little purpose in listing an accumulation of operations appearing in the school which have the semblance of guidance and classifying them under specific nomenclature. While classification, organization, and interpretation of relationships is necessary, this step must be preceded by a relatively long period of experiences by teachers and administrators in specific situations in which guidance operates. Basic to organizational structure is a relatively slow yet thorough process of teacher appreciation of need, the development of insight into and understanding of the possibilities of personnel work, and an increasing sensitivity to the personalities of pupils. Through coöperative study and participation to determine possible procedures for meeting recognized demands from pupils, parents, and the community, an organized guidance program may result. Generalization, classification, and organization emerge only as a process of synthesis of knowledge and attitude acquired by a thorough study of human development.

Structuring According to the "Basic Services" Concept

A frequent pattern for structuring the guidance program is the "basic services" concept. This concept becomes acceptable and meaningful inasmuch as it utilizes the knowledge, convictions, planning, and initiative of pupils and teachers in gaining optimum growth and development of personality. What are the basic services of guidance? Froelich lists services in five categories: (1) services to pupils in groups, (2) services to pupils as individuals, (3) services to the in-

Organizational Principles Basic to an Effective Guidance Program

STRUCTURED VS. NONSTRUCTURED GUIDANCE PROCEDURES

BECAUSE guidance is integrated into every aspect of personality and involves the whole life, it may be said that it has always existed in the school. Without conscious purpose, distinctive nomenclature, and organization, guidance may be considered as unstructured. This is the status preferred by many professional people today; that is, they prefer to consider guidance as nothing more than good pedagogy without formal structuralization in the form of directors, professional counselors, and guidance departments.

The antecedents of contemporary concepts of guidance have their roots in four spheres of influence: sociology, economics, psychology, and education. In an unstructured form, any one of these disciplines may conceivably absorb all of what may be called guidance. This has actually occurred in some localities under the influence of psychological organizations or educational innovations.

An unstructured form of the guidance concept is intolerable to another group of professional people. To them there can be no guidance program whatever unless there be a planned program under the direction of a professionally trained guidance specialist. So convinced are many administrators that organization is primary that the guidance aspect of school life has been organized into segmented, separated, compartmentalized, or supplementary services discharged in toto by a very small number of more or less specially trained members of the staff.

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5. An understanding of the task of the school in preparing a pupil for his life career.
6. The construction of a school curriculum related to the vocational needs of the community.

The precedents for current guidance organizational patterns are found also in the founding of the National Committee for Mental Hygiene in 1909 as a result of the writings of Clifford W. Beers. Included, too, is the founding of the Chicago Juvenile Psychopathic Institute by Dr. William Healy in 1909 and the establishment of the Experimental Seattle School Guidance Bureau under the Board of Education 1913–1916. The organized guidance movement as it exists today has grown out of the humanitarian principle of universal brotherhood and the twentieth century's growing interest in individual differences.

BASIC PRINCIPLES FOR STRUCTURING THE GUIDANCE PROGRAM

After reading the foregoing pages, we must conclude that any type of organizational planning and structuring must emerge from a particular school according to the philosophy and concepts of its staff. No predetermined guidance or personnel service program can be devised for and imposed upon any school without running into resistance from members of the staff and without risking failure of the program. The meaning of guidance to the faculty, its purpose and function, must ultimately determine the form of organization.

Basic to the structuring of a guidance program is a concept of guidance which, essentially, should be defined through discussion and eventual consensus by the staff. An analysis of definitions by current writers on guidance literature indicates that the concept of guidance includes several significant elements difficult to isolate from context without distorting their meaning. Several of the most outstanding of these elements are (37:27):

1. Guidance requires that attention be given to the individual.
2. Guidance leads to self-development and self-direction.
3. Guidance leads to the discovery of needs, assets, plans of action, adjustment to blocking of motives.
4. Guidance leads to success in a vocation.
5. Guidance leads to personal enjoyment and accomplishment.

Through guidance the individual is assisted in making a wholesome, worthwhile adjustment to his world. More specifically the individual must

structional staff, (4) services to the administration, and (5) services to research (*11*:10-21). A more common classification is that used by Hatch and Dressel (*17*:22-23): (1) student-inventory service, (2) information service, (3) counseling service, (4) placement service, and (5) follow-up service.

These are convenient divisions for organizing thought and effort in terms of specific operations and procedures. However, we must never lose perspective in terms of specific, incomplete, and isolated segments of guidance activities that are often performed outside of the organized services. The value of guidance lies not in its classified form as a program but rather in its influence upon the curriculum and upon the child as it changes his total personality.

Historical Precedents of Guidance

In the genesis of the guidance movement in education there has necessarily been much confusion in clarification of objectives, in terminology, and in organizational structure. It was not until the first decade of the twentieth century that guidance received sufficient recognition as a potentially desirable organized discipline. The first organized program in guidance to receive national recognition was the Boston experiment, directed by Frank Parsons; the aim of this program was to develop "all-round manhood" by giving "systematic training of body and brain, memory, reason, and character, according to individual differences" (*31*:5-13). Contemporary with this experiment Eli W. Weaver of the Boys' High School of Brooklyn made the first recommendation for a special guidance worker with additional pay for his services (*33*:7).

When Jesse B. Davis was appointed director of vocational guidance for the City of Grand Rapids, he established a vocational bureau with a program which included educational, civic, and social guidance. This program emphasized the development of moral responsibilities of the individual in relation to his business associates and the community in general. In 1913 at Cincinnati, Ohio, six conditions were stipulated for a successful vocational guidance program in a large school system:

1. The appointment of a director with time for supervision.
2. A school organization in which each pupil was given guidance by at least one teacher of the right type.
3. An intelligent and sympathetic helpfulness on the part of the teacher.
4. A logical analysis of the personal characteristics of each pupil.

not be solely identified as the organizational structure, but rather, what is done for the child. Guidance is inherent in every part of the school that is concerned with assisting the child to make adjustments and interpretations and to solve personal problems.

2. Guidance cannot be limited to "face-to-face" individual counseling. Although guidance is dedicated primarily to assisting the individual, it also assists society. Group (multiple) counseling has equal importance to individual counseling; i.e., the individual needs as much help from the group as he needs from the counselor.

3. Guidance is a life-long process; therefore, the school should accept the responsibility of guidance from the kindergarten to at least two years beyond high school.

4. Guidance involves many people possessing various levels of competence. Although parents, siblings, family friends, church workers, and teachers give assistance, guidance in the real sense requires professional knowledge and competence.

5. Guidance emphasizes self-understanding, self-determination, and self-adjustment. Those who direct the guidance program should have respect for individual worth and a knowledge of the importance of individual development. Although specialists are desirable, emphasis should be placed upon the activity and experience program of the classroom and of the program outside the classroom.

6. Assistance should be extended to all normal individuals as well as the obviously maladjusted. Prevention of maladjustment is an objective of guidance equal in significance to correction of maladjustment.

7. Data about pupils should be systematically collected and used wherever applicable but always within a framework which regards the pupil as an individual.

8. Proper guidance assists the individual to integrate all of his activities in terms of his potentialities and environmental opportunities. Because guidance is a unified process which considers the individual as a whole, there is little justification for such concepts as educational guidance, vocational guidance, health guidance, recreational guidance, or personal guidance.

9. Because the various phases of the guidance process must be coördinated for maximum value, the guidance program must be organized. Participation of pupils, parents, teachers, specialists, and administrators is a key concept in the guidance structure. Coöperation and earnestness of purpose should permeate all participants in guidance activities.

10. Organization must proceed slowly and emanate from the needs of pupils, the community, and the current conditions of the school. Guidance should not be limited to a few specialists; rather it is rendered by the entire school population. It is helpful to allocate responsibilities on the levels

be given assistance in choosing dynamic, reasonable, and worth-while objectives, in formulating plans of action to accomplish these objectives, in meeting crises and solving problems which appear to be blocking plans, and in sustaining personal enjoyment and in self-direction of his life so that goals may be sufficiently achieved. There will be occasions during the guidance process when the individual will need help in discovery of needs, assets, opportunities, methods of adjustment to other people, and methods of adjustment to himself.

Using this definition as a basis we must proceed in structuring the guidance program with caution so that the pattern of organization does not become more important than the pupil for which it exists. Organizational questions such as the following immediately emerge: Should the guidance program consist of a composite of special services rendered by specialists who work with parents, teachers, or with pupils in individual counseling? Should guidance be considered an aspect of classroom instruction with the teacher as the principal functionary? Just where does the key unit in the guidance structure lie?

In actual practice we find the answers to these questions leading us in different directions in the secondary school as contrasted to the elementary school. On the secondary level the key unit in the guidance structure is most commonly found in the professional school counselor, the core teacher, or the homeroom teacher. Less frequently the key unit may be centered in the class counselor who follows a class from entry to graduation, a grade counselor who stays on one grade level, or a group counselor to whom are assigned pupils on some group basis other than class or grade. In the elementary school, the key unit (main functionary) has remained predominantly as the classroom (self-contained room) teacher. In some of the larger school systems, elementary guidance coördinators have been assigned to school buildings within the city. In such cities a number of the classroom teachers have been assigned part-time work with the coördinator and part-time work with other teachers of the school.

Occasionally, the teachers who have been assigned special guidance functions are given the title of "elementary-school counselors."

Regardless of the structural pattern eventually adopted by a school system, certain principles must be used as the basis of administrative organization. The most significant of these principles follow:

1. Guidance is a function of education and directly contributes to the realization of the school's total objectives. The guidance program should

in guidance duties. Fortunate is the school which can afford a specialist to spend full time in guidance. Figure 2 presents what is perhaps the simplest of guidance organizational charts.

In this organizational chart (Figure 2) the principal assumes direct administrative control over the guidance program. He is responsible for establishing guidance policies in coöperation with classroom teachers; part-time teacher-counselors; or, when available, full-time counselors. When this plan is used within a single school building, all counselors are administratively responsible to the principal.

A consideration of this simple plan of guidance organization immediately presents the question of disciplinary functions versus the
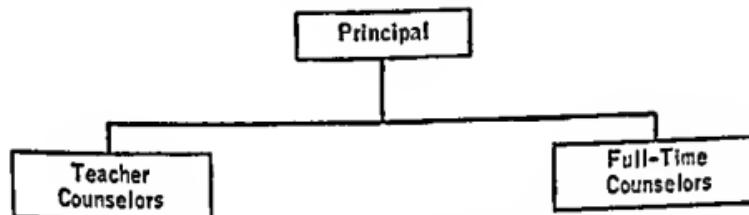
FIGURE 2. Guidance Organization for a Small School.

guidance function of the principal. Are there certain types of personal guidance which should not be undertaken by the principal? In other words, do the disciplinary duties of the principal prevent the pupil from developing proper guidance attitudes toward the principal? A moderate point of view holds that while disciplinary action and guidance concepts are not synonymous, neither are they incompatible. The principal's position may vary along a continuum from an administrative relationship to a coöperative relationship with teachers, other staff personnel, and pupils.

In the small and middle-sized school, the principal must assume the responsibility for the guidance services rendered and undertake to direct as well as to organize the program. In the large school, he may delegate the responsibility of direction and supervision of guidance to a director or to a guidance committee. In any case, the principal should keep in very close contact with the counseling program since it touches all phases of the curriculum.

Administrative Patterns in the Large School

In larger school systems guidance services are centered in the personnel of the central office staff of the superintendent of schools under

of technical-supervisory, administrative, and operative, the latter including classroom teachers (25:303).

11. It is futile to divide guidance into compartmentalized services without any attempt at integration; therefore, it is essential for lines of organizational relationship to be established clearly. Only by definite allocation of responsibilities can there be proper coördination between specialists and classroom teachers, and between guidance specialists and administrators.

12. It is essential that periodic appraisals be made of the existing guidance program in order that mistakes be rectified, new needs be given recognition, and plans be made for experimentation and in-service training.

ILLUSTRATIONS OF STRUCTURAL PATTERNS

The basic organizational pattern of a school's guidance program has been customarily illustrated in the form of a chart or diagram which supposedly shows the relationships between individuals who are to function in the guidance program. A chart may be helpful in preventing misunderstandings among school personnel and in promoting coöperative relations between counselors and administrators, counselors and teachers, or specialists and counselors. The original pattern must reflect the school setting and, to be ideal, it must be coöperatively planned by the entire staff to insure successful operation. The interest, training, and experience of available personnel, the types of schools within the system, and the philosophy of the school administrator are variables which will make the pattern for each individual school unit unique.

Administrative Patterns in the Small School

The most influential person in a child's school life is the classroom teacher; especially is this true in a small school. It follows, therefore, that in a school which has no trained counselors who devote most of their time to guidance alone, it is still possible to provide excellent guidance services. In such a school the principal is the logical person to serve as director of guidance. In primitive structure the classroom teacher provides the only guidance service available to pupils as she performs her routine, classroom functions. Even in the more advanced guidance programs, the classroom teacher should serve as a primary functionary in guidance; but, unless there is some organized and structured pattern, guidance services are likely to be haphazard and incidental. In some small schools, it is practical to permit interested teachers who have had some training in guidance to use one or two hours daily for counseling and for assisting other teachers or parents

policies outlined by the guidance committee. He should be ever-sensitive to the attitudes of committee members and understand the dynamics of committee behavior and actions. He should be content with slow and thorough development rather than expect rapid development lacking in support from teachers who misunderstand the essentials of a guidance program.

THE GUIDANCE COMMITTEE

The duties and responsibilities of a guidance committee may vary from duties with practically no control function to duties with almost all control or administrative functions. In one California city (*16*) services are centralized not in one person, but in three, one of whom supervises and coördinates the services at the elementary school level, another at the junior high level, and a third at the senior high level.

The guidance committee may serve as an advisory group only, with no responsibility for actual policy making. In some instances the committee may be used to avoid the appearance of direct administrative control and to give the staff the feeling that it has a voice in establishing policies.

The guidance-committee system has many advantages worthy of serious consideration. It is not uncommon, for example, to have citizens, parents, and pupils serve as members of the committee, thus encouraging good public relations. When staff members have an opportunity to participate either directly or through representation, they are very likely to give whole-hearted support to guidance policies. Because the committee has studied the needs, purposes, and procedures essential to the development of guidance services and has assisted in the formulation of the guidance policies, it has an increased understanding of the guidance program. The committee keeps administrative officers and staff members informed of its activities, notes reactions to policies and practices, and plans for in-service training for the entire staff to improve the guidance program. When the principal or guidance director serves on the guidance committee, the policy-making authority may be delegated without fear that guidance policies will be inconsistent with administrative policies.

The guidance committee should be representative of classroom teachers, parents, pupils, and the administrative staff. Appointment may be based upon voluntary participation or, in the initial stages, by choice of the administrator.

a specialist who either directs or coördinates the work of the guidance service from kindergarten through senior or junior college (16). Variations of this plan may place the responsibility of coördinating the services upon a specialist, while the assistant superintendent or superintendent carries the administrative responsibility for the services. It is not uncommon to find the services centralized in a guidance committee rather than in one person. In the organizational chart (Figure 3) we have a typical pattern used in some larger school systems.

THE GUIDANCE SPECIALIST

The titles of a guidance specialist vary from simple to complex: e.g, from visiting counselor to director of child guidance and co-
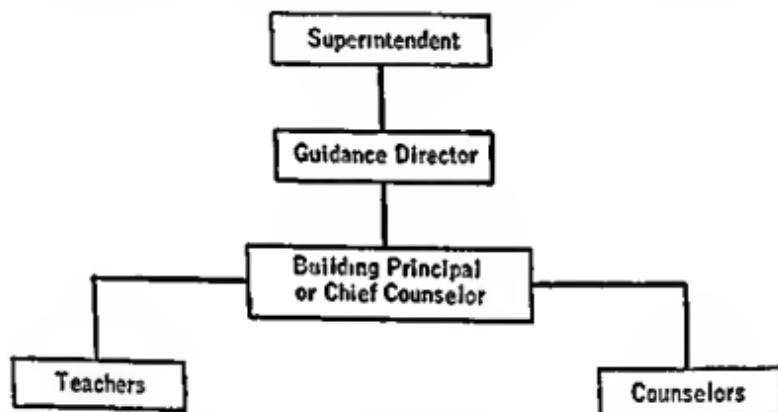
Figure 3. Guidance Organization for a Large School.

ördinator of child welfare. In one study (16) the guidance specialist was found to be administratively responsible to an assistant superintendent in more than 50 percent of the cities, but the responsibility of the specialist was not clearly defined. Lack of agreement existed in the areas of title, duties, responsibilities, and salaries; and some confusion existed as to boundaries of responsibilities.

The writers of this text are convinced that any guidance specialist who is given administrative authority must be willing to delegate part of this authority. He should be willing, for example, to accept the proposals of a guidance committee, whether he agrees or disagrees with the committee. Being a member of a committee enables him to act as a leader and consultant rather than as an administrator who forces his guidance policies upon the group.

It is the function of the guidance director to implement the basic

regular appointments are given to both freshmen and their parents.

To meet the needs of both full-time and part-time employment, placement service is provided. The placement officer collaborates with the counselor in an attempt to obtain a valid measure of the pupil's occupational interest and ability. The counselors refer pupils who need part-time employment to the placement office.

In one school, special emphasis is given to providing a strong program for freshmen under the leadership of a dean of freshmen. In addition to a full-time counselor, 17 freshmen advisers execute the group guidance program which is given in conjunction with the social studies course. Through a study of opportunities, testing and appraisal, and discussion with adviser and counselor during this first year, each pupil will be given an opportunity to reach a stable educational-vocational objective. Following the first year, the pupil is assigned to a counselor who represents the field in which he has decided to major.

The freshman guidance program was planned by a group of teachers, counselors, and administrators. The guidance period, providing a double period with one teacher, attempts to accomplish three objectives: (1) school orientation and adjustment, (2) testing and vocational guidance, (3) general supervision and personal guidance. In general the freshman program plans to work with groups of approximately 30 pupils. During the guidance period, new pupils have opportunities to meet with various school officials and student-body representatives and hear informal discussions of school life. They are introduced to student government, club and other activities, local environment such as plan of building, use of library, and school regulations. The student body handbook is reviewed.

Vocational guidance activities center around the two aspects of discovering the interests and abilities of the pupil and providing a rich flow of information regarding educational and occupational opportunities. Information is provided through varied types of experiences and materials, such as books, monographs, motion pictures, outside speakers, campus trips, and field trips. A vocational library is maintained for pupils and parents.

In the Pasadena City Schools, organized in the 6-3-3-2 plan, approximately 25 part-time guidance teachers are selected in each high school (9). These teachers meet approximately 30 students ten hours a week, one period for a major subject and one period for guidance. A guidance-specialist (counselor) works closely with these guidance

Administrative Patterns at Work

No administrative pattern can be adopted as the one acceptable plan because all guidance programs must be modified to meet the needs, and use the resources, facilities, and staff available in each individual community. We present herewith several plans currently in operation, to illustrate the individuality of school systems.

Example No. 1 (32:491–497). The organization for guidance in the Junior Colleges of Pasadena, California, may be adaptable to large high schools or to junior high schools. Those aspects of the program dealing with such services as articulation with other schools, orientation, educational and vocational information, counseling, placement, and follow-up are given special consideration as follows:

A regular program of visitation by the freshman counselors to the junior high schools and the surrounding high schools is maintained. The counselors leave catalogues and other materials and, when possible, meet with pupils and parents in small groups. Further articulation activities include the transfer of student records to the college and the filling out of an application form which contains much information.

For currently enrolled pupils, a series of 20-minute appointments are arranged by the counselor during the last six weeks of the semester. New pupils are given a 30-minute individual interview based upon the pupil's high school record, his interests, and his long-range planning.

Orientation proceeds through activities intended to inform pupils of both the social and educational opportunities available to them. Representatives of the student body and of the many college-student organizations participate extensively in this informal orientation.

Occupational information is provided through special sections in the library, bulletin boards, annual vocational conference day, a Youth Day in which pupils take over the city government, and the continuing work of the counselors.

Full-time and part-time counselors provide the counseling service. Each counselor represents one or more departments or major fields. Each counselor's case load consists of pupils who are majoring in the field in which the counselor has special informational qualifications. Several counseling offices are located immediately adjacent to the student-records office. Each counselor arranges some unscheduled time for pupils who wish to initiate an interview. Counselors are employed on a basis which makes them available during summer months at which time

Principal

Director of Student Activities

Ass't. Director of Student Activities

Registrar and Director of Admissions

Attendance and Discipline Coordinating Counselors

Director of Student Personnel

Director of Curriculum

Placement Officers

Psychologist

Freshman Coordinator

Counselor for Students In
ENGINEERING
ARCHITECTURE

Counselor for Students In
MATHEMATICS
PHYSICAL SCIENCE
OPTOMETRY
PHYSICAL EDU., etc.

Counselor for Students In
SOCIAL SCIENCE
PRELEGAL
TEACHING, etc.

Counselor for Students In
LIFE SCIENCE
PREMEDICAL
PREDENTAL
PRENURSING, etc.

Counselor for Students In
TECHNOLOGY

Counselor for Students In
ENGLISH
FOREIGN LANGUAGES
JOURNALISM, RADIO,
ART, MUSIC, etc.

Counselor for Students In
TECHNICAL BUSINESS
COSMETOLOGY
HOME ECONOMICS, etc.

Counselor for Students In
BUSINESS ADMINISTRATION
SECRETARIAL
MERCHANDISING, etc.

30 Freshman Guidance Teachers

FIGURE 4. Guidance Organization, Pasadena City College, 1951–1952.

teachers, planning with them individually and in regular group meetings. Although certain definite activities are planned for all members of the class, a reasonable amount of time is allowed for teacher-pupil planning to meet special needs in the group. Some of the major areas included are: orientation, supervision of scholarship and attendance, administration and interpretation of tests, educational and vocational planning, and personal-social adjustment.

After studying profiles, catalogues, course offerings, job opportunities, and interests, the guidance teacher assists the pupil in long-term planning for work to be accomplished during high school. Before midyear, the coördination counselor visits each classroom to check the plans and adjust programs. Additional appointments with the counselor are made at this time for necessary follow-ups.

Emphasis in the guidance program is given to the in-service program for guidance teachers. Although the basic leadership responsibility for this phase of improvement is delegated to the coördinating counselor, the teachers themselves assist in planning the topics for study. The principle of teacher participation is considered a vital factor in increasing teacher understanding of and concern for individual pupil needs.

Example No. 2 (35). The guidance services of Salt Lake City, Utah, are organized under the personnel department. The functions of this department may be stated as follows:

1. Obtaining the names, ages, addresses, names of parents, etc., of all children of school age in the city. This involves the school census.
2. Seeing that the children who are expected to be in the school attend regularly unless legally excused. School social workers and counselors are used to help remove social and economic obstacles to continued and regular attendance.
3. Seeing that the children who are frequently absent on account of physical handicaps have services made available for the removal of these handicaps.
4. In cases of serious deviation or retardation, seeing to it that the child is in as good emotional condition as possible for the tasks expected of him.
5. Helping with the discovery of personality assets and liabilities of pupils and seeing that the assets are used to the educational advantage of the child.
6. Discovering and recording special aptitudes and abilities and calling these aptitudes and abilities to the attention of the teachers in the school in which the child is enrolled.
7. When advisable, assisting minors in securing worthwhile employment and, when required, arranging for a continuation of formal education in continuation classes.

munity agency, the school social worker has the responsibility for careful interpretation and proper handling of resources in the interests of a particular child.

8. To interpret clinical findings and make recommendations concerning children to the school staff, community agency, and parents.

9. To maintain an adequate system of recording and reporting on all cases which require detailed services.

10. To work with parents, community agencies, schools, and individuals to modify whatever conditions were necessary to meet the individual needs of children.

11. To work with school officials and community agency personnel to achieve a community wide understanding of the services provided by both agencies.

12. To interpret school social work programs to the community, to the various lay groups and professional agencies, and to the school staff, parents, and children.

13. To coöperate with community agencies and accept responsibilities in the work which concerns the welfare of children.

The services of several private agencies have been available to school children in Salt Lake City. These agencies include such services as foster-home placement, case work in the home, medical care, special therapy for the physically handicapped, and general welfare needs. In 1952–53, there were referred to the department of pupil personnel over 3000 cases needing the following special services:

	Percent
Behavior and personality disorders	26
Need for special educational adjustment	18
Irregular attendance	14
Maladjustments or conflicts in the home	13
Inadequate income	8
Health services	6
Truancy	5
Testing services	4
Parental neglect	2
Special transfers	2
Problems of employment	1
Other causes	1

The organizational structure for the Pupil Personnel Department of Salt Lake City is shown in Figure 5.

Example No. 3 (22). The Child Welfare Services of Long Beach, California, comprise a series of auxiliary services designed to individualize education. These services are: attendance service; counseling

8. Consulting with and advising parents concerning the educational progress and problems of their children.
9. Advising teachers and school officials oo techniques and methods of understanding the child and helping to apply these techniques to individual children with whom the school is concerned.

A significant feature of the popil-personnel department is the program of school social work. This program aims to assist the individual child to use to his top capacity whatever the school offers. The functioning of a good social-work program in Salt Lake City as a specialized form of social case work is a major responsibility of the pupil-adjustment division. This service is focused upon individual children who show environmental or social maladjustments. The usual approach is that of a teamwork relationship with the teacher, counselor, or other personnel, including community agencies. It includes a total approach to the individual problem, including assistance to the home in an effort to bring about better adjustment of the individual in the school setting. As a liaison service, school social work helps to integrate school and community services for the child and his family.

School social work has been a supplementary service to instructors rather than a replacement, a duplication, or an encroachment service. The school social workers are assigned by the director to specific schools in which they serve as case workers. The functions of the social worker may be summarized as follows:

1. To use social case-work techniques with children or parents in order to insure a better school adjustment and improve parent-child relationships.
2. To act as consultant to parents and school personnel or to solve problems involving children.
3. To coöperate in stimulating total faculty planning for solving the problems of children. This helps io the adjustment of the program to the individual needs of children.
4. To study the individual child in his school and home environment and promote educational relationships necessary in effective utilization of what the school offers.
5. To make diagnostic studies of atypical children for the purpose of recommending such educational adjustments as will best promote the general welfare of the child.
6. To assume responsibility for referral of school children and their families to service agencies outside the school's jurisdiction.
7. To act in liaison capacity for any community agency interested in a specific pupil or his family. As a liaison between the school and a com-
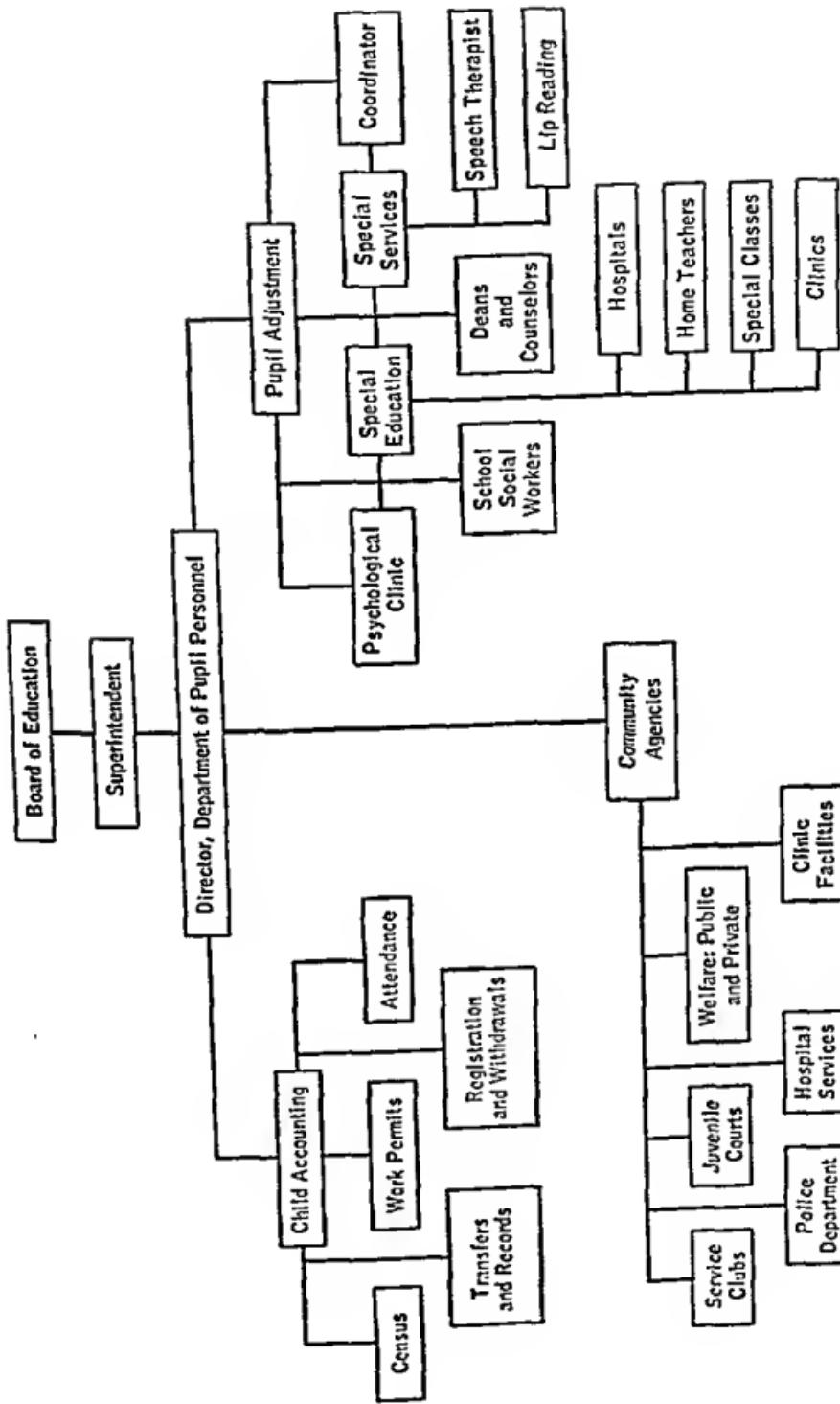
FIGURE 5. Organization Chart for Pupil Personnel Department, Salt Lake City, Utah.

and psychological service; special education; and, to some degree, health service. The organizational pattern of this city is shown in Figure 6.

The staff consists of a supervisor, nine attendance counselors, and three investigators. Counseling and psychological services are performed by a supervisor, four school psychologists, four psychiatric social workers, three psychometrists, and 81 counselors. There are 32 elementary counselors, with a ratio of 1 to 1350 pupils; 12 junior high school counselors, with a ratio of 1 to 650 pupils; 24 high school counselors, with a ratio of 1 to 450 pupils; and 13 junior college counselors. In the special-education program, provision is made for the physically handicapped and includes a program of home visiting teachers. There are six reading clinics for children with reading handicaps and an experimental class for emotionally disturbed 10-year-old boys.

When counselors have identified children who need help, referrals are made to the office of Counseling and Psychological Services. Children are then referred to one of the psychologists or one of the social workers for individual treatment. If a child is considered eligible for one of the special classes, the counselor refers him to either of the health departments. After examinations are made, the school may be referred to one of the special supervisors of special education. Special placement committees assist in referral procedure. When it has been determined that the child should have special placement, arrangements are then made with the parent for placement of the child.

Other Examples. Without reference to purposes, philosophy, and operations, two additional organizational patterns of pupil-personnel departments are presented in Figures 7 and 8.

CONCLUSIONS AND RECOMMENDATIONS

Departments of pupil-personnel services[1] have continued to develop during recent decades; and in the larger school systems, formal organizational patterns are clearly designed. The departments function on the recognition of individual differences and the needs for complete development of the individual child in terms of intellectual, social, physical, and emotional growth.

Recent changes in the social structure of many communities have

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[1] The phrase "department of pupil personnel services" is used here merely for convenience. The titles of "Guidance Department," "Department of Welfare Services," "Department of Special Services," are used by some school systems, depending upon personnel, emphases, or historical development.

brought new and additional responsibilities to the area of child services. As the staff continues to increase to meet these new responsibilities, a parallel need becomes evident for a specific delegation of responsibility within the organization to meet the demands and increasing pressures of child accounting and pupil adjustment. Organizational
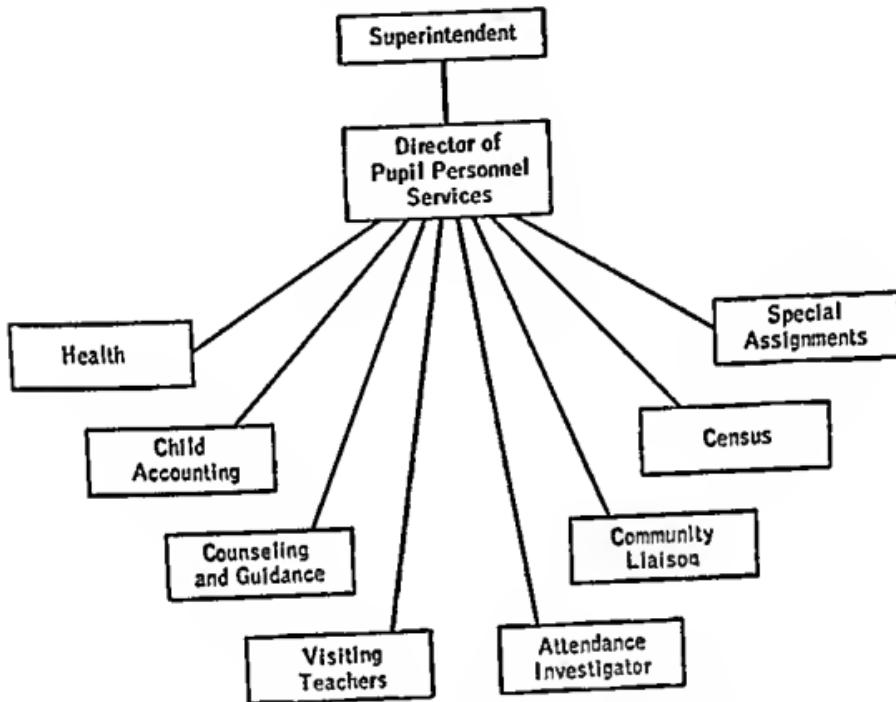

FIGURE 7. Organizational Chart for Pupil Personnel Department, Austin, Texas.

patterns depict definite lines of authority and responsibility as well as channels for suggestions and constructive criticism.

About one-third of the schools of the country (*33:129*) consider health services as a part of the combined services of the department of pupil personnel. Such provisions for the handicapped as sight-saving programs, speech therapy, and hard-of-hearing services are lacking in over half of the school systems, although there is an increasing emphasis upon the establishment of special classes for slow learners.

Improvement of guidance services can be definitely expected only when such services are organized under a central administrative authority. Since the initial study made in Seattle in 1913 (*33:61*) schools

FIGURE 6. Child Welfare Services of Long Beach, California.

Board of Education

Superintendent

Deputy Superintendent

Director, Child Welfare Service

Director, School Health Service

Other School Health Service (not part of C.W.S.)

School Health Service
(1) Identifies, recommends children for special classes and services
(2) Does routine, special physical examinations
(3) Cooperates in miscellaneous ways

Secretary Clerk Receptionist Photocopy Service

Supervisor Counseling and Psychological Services

Supervisor—Special Education/Teacher Assistant

Supervisor Attendance Services

Secretary Clerks

Counseling and Psychological Services:
- School Psychologists
- Blind and Partially Sighted [a]
- Psychiatric Social Workers
- Speech Deviates/Hard of Hearing [b]
- Deaf – Severely Hard of Hearing [c]
- School Psychometrists
- Counselors Elem./Sec.

Secretary Clerks

Special Education:
- Home Bound [d]
- Orthopedically Handicapped [e]

Secretary

Attendance Services:
- Attendance Counselors
- Attendance Investigators
- Mentally Retarded [f]
- Reading Clinic [g]
- Emotionally Disturbed [h]
- Federal Survey

Secretary Clerks

[a] Special teachers, elementary, junior high, and secondary schools.
[b] Special correctionists, elementary schools.
[c] Special teachers, elementary and secondary schools.
[d] Home teachers, elementary and secondary schools. Home-to-school telephone service.
[e] Special classes, elementary and secondary schools. Special training center and program.
[f] Special classes, elementary and secondary schools. Special training center and program.
[g] Tutor School.
[h] Special teachers and clinics, elementary and secondary level.
[i] Special classes, elementary level.

are becoming increasingly aware that irregular attendance and truancy are basically social and psychological problems to be solved through counseling and guidance rather than through legal enforcement of attendance laws by an attendance officer. Pupil-personnel departments, therefore, are including the objective of personality adjustment as well as of child accounting. A recognition of the total personality of the child implies that provisions must be made for a clinical approach to education. To prevent duplication of specialists and community agencies and to coördinate services for children with problems, it is necessary to have some very definite form of organization of guidance services.

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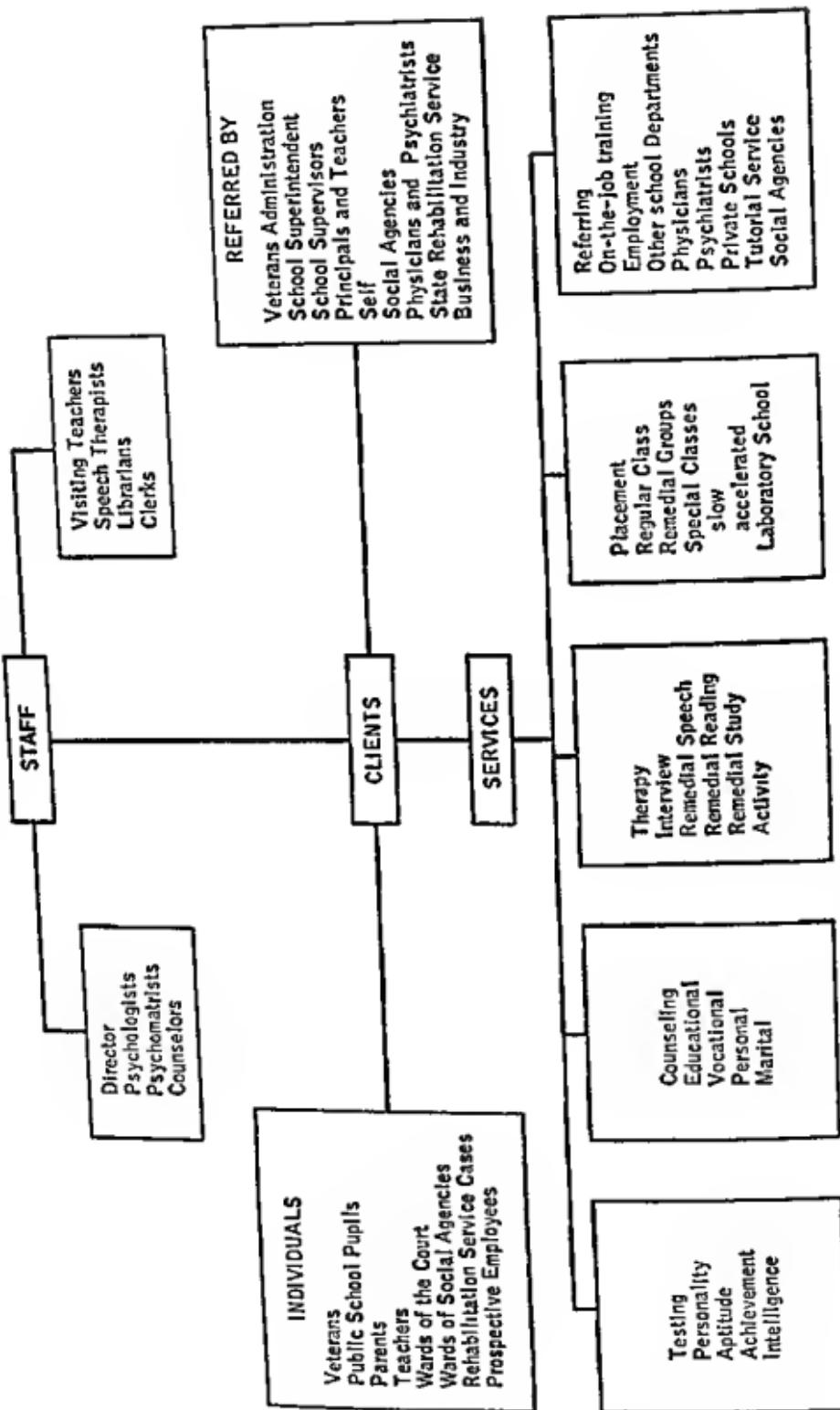
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It is a major function of the guidance coördinator to stimulate and facilitate purposeful coöperative effort among all people interested in the school. Only through the joint effort of superintendent, principal, teacher, counselor, and specialist can the school satisfactorily perform the multiple functions of a guidance program.

Research in the area of human relations in school administration, and particularly in guidance, has to date contributed very little of practical use to the guidance administrator. There have been some studies indicating that the administrator who tends to have satisfying relations with other people is more likely to be successful. Griffiths (*15*), in an evaluation of the leadership of the school superintendents, indicated that a major criterion for the differentiation of successful from unsuccessful administrators lies in the area of human relations rather than in the more technical and nonpersonal areas of administration.

THEORY AND PRACTICE OF GOOD ADMINISTRATION

The administrator has expressed general dissatisfaction in the use he has been able to make of research results in solving the problems confronting him (*7*). Research reports are said to be too formal and foreign for practical application in ordinary school situations. This hypothesis, if true, may indicate a weakness in both the researcher and practitioner in that the researcher has failed to accept the responsibility of showing how his data may be practically applied and the practitioner has failed to show the sophistication necessary to operate effectively within research findings.

Administration, a necessary adjunct to organization, grows out of the necessity of coördination. Coördination has reference to a coöperative effort of persons in the organization—it is a system of interrelationships between actions and influences. The task of the coördinator is not merely to achieve effective and efficient assignment of duties, division of labor, selection and assignment of personnel, but rather to evoke and execute the process of decision making. An autocratic administration which shows no consideration of the human elements will sooner or later become ineffective.

The function of the director or administrator is not exclusively executive in nature. Although administration deals with the formulation and definition of purpose, this "purposiveness" must also be widely distributed throughout the organization. "Whether or not a communication (an order) is obeyed does not depend simply upon the giving

Principles of Effective Administrative Relationships

GOOD HUMAN RELATIONS ARE SIGNIFICANT IN ADMINISTRATION

A GUIDANCE coördinator will soon realize that problems concerned with counseling techniques, scheduling, obtaining materials for group counseling, and assessing the personality are not his most crucial problems. A thorough academic training is an asset requisite to professional success, but even more requisite is the ability to work out satisfactory relationships with the school administrator, the staff, the parents, and the pupils themselves. Human relations determine the success or failure of such significant functions as the following:

1. Directing staff and community to see and do something about the needs and opportunities for guidance services.
2. Determining public and staff behavior toward the expectations of the guidance coördinator.
3. Coördinating personnel in the guidance program including counselors, remedial teachers, school physician and nurse, psychologist, homeroom teacher, and speech therapist.
4. Reorienting individual teachers or citizens who provide "blocks" to school plans.
5. Limiting the demands on the guidance coördinator for community work or for extracurricular activity within the school system.
6. Preventing staff discussion from degenerating into a forum for two or three forceful individuals.
7. Organizing personnel work-loads so that no workers will be over-loaded and so there will not be a constant changing of assignments.

chasing of supplies, or the organization of class groups. The good administrator was an efficiency expert well versed in principles of scientific management and the techniques of job analysis. Attention was directed toward "operation," i.e., what people did in "time and motion." These concepts of administration and management were borrowed largely from industry which provided the pattern of the "line and staff" type of organization.

Gradually, school administration theorists came to realize that the mechanical concept of efficiency was not applicable in school systems where "input" and "output" are difficult to determine. Efficiency in school work depends upon motivating individuals to coöperate in the school organizations. "If the motivations of the individuals concerned and the objectives of the organization are in harmony, then the personal contributions of effort in the coöperative system are maintained and the system as an organization is said to be efficient. By this we mean the equilibrium of the organization is maintained" (9).

The unique feature of current school administration is that it attempts to be democratic. Attempts are made to foster creative rather than routine minds. This encourages inventiveness, originality, self-expression, freedom of speech, experimentation, and coöperation. Although democracy is an achievable idea, it is never achieved.

The extent of satisfaction an individual member of a school system derives from his work is partly determined by the educational administrator's appropriate adaptations of the organizational system to certain social forces. A good administrator knows the values and standards of groups not only within his school but also of groups outside. He recognizes that conflicts in ideas are bound to arise between individuals and groups and that human aspirations are likely to be opposed to organizational necessities.

Historically, local groups participated to a far greater degree in the planning, operation, and control of the school's operation than is possible today. The characteristics of smallness and close communication are nonexistent in the larger school systems. When conflicts occurred in small schools, a skilled leader could effect a compromise because the elements of conflict could be readily comprehended.

Nature of Human Interaction in the Administrative Process

Human interaction in educational administration has been regarded as comparable to human interaction in government and industry. The major problems of government, industry, and education have not arisen

of orders, but upon orders which will be obeyed. The authority rests upon the person receiving the order, not with one issuing it . . . Students of administrative theory place considerable emphasis upon the diffuse and complex processes of the organization in the functions of communication and decision-making, and the relationship of administration of these two functions" (9).

Administration is democratic only in so far as the decisions which effect a group are democratic. This does not necessarily mean a "loosening up of the boundary-maintaining system," of the organization, or merely a maximum of individual freedom and informal organization. The democratic coördinator does not differ from the autocratic one in the amount of influence of his administrative role. "Wherever . . . there is a general regard for the integrity, dignity, and worth of each person, wherever general consent is freely given and wide responsibility is being consciously assumed for the attaining of commonly agreed aims, and whenever the creative growth of individuals is occurring, there in fact democracy is present" (33). Democracy is much broader than a special political form, a method of conducting business, of making rules and regulations and enforcing regulations by means of elected representatives or officers. Democracy is a means for realizing purposes that lie within the wide domain of human relationships and the constituent structure of human personality.

All people who work with the guidance director should have some opportunity of expression (either directly or through representatives) in the formation of the purposes, methods, and activities of the guidance program. There must be some means of arousing and maintaining interest in a guidance program. Each one working within the program must feel some responsibility for the success of the program. All workers should assist in the development of the purposes of the guidance program and in determining the relationship of these purposes to the total educational objectives of the school.

Revolt Against Older Views of Administration

With the development of administrative theory and practice there has been a successive refinement of theoretical notions regarding motivation and other related aspects of human behavior. The older views of administration were essentially mechanistic in theory and were concerned principally with the technological aspects of organizations. Under this philosophy, topics of interest were related to the legal aspects of administration, efficient methods of plant maintenance, pur-

instruction in subject matter while the counseling room is to be used by the counselor in assisting pupils in a face-to-face situation. What the guidance director says and does will be interpreted in terms of individual standards of teachers.

Frequently, conflicts either between individuals or between groups can be traced to a craving for social recognition. Conrad (8) gives some excellent counsel for avoiding situations of conflict, which guidance administrators might aptly use. First, gain an understanding of all forms of present and past conflict; second, steer clear of conflict which interferes seriously with operation of the program; third, if interference threatens the operational goals of the program, then a reconciliation of the standards of the groups and the purpose of the program must be effected; and, fourth, motivate teachers and other administrative officers to participate actively.

An important task which a guidance director faces is the maintenance of a balance between organizational necessity and the human needs of the staff. Good judgment and an understanding of the individuals and the social environment are pertinent.

Concept of Leadership and Authority

The administrator is dependent upon others for the success of his undertaking and is, therefore, subject to their will to perform well. This is more significant than his will to have them perform. Coöperation and will to perform are present only to the degree that those who perform accept the school's purposes. It is, therefore, important that the staff have high morale and the feeling that their welfare is adequately cared for. Coöperation and performance are at a minimum if the force of compulsion is present. The idea of delegating authority to those who are to be led is the essence of democratic administrative philosophy. The leadership role is governed by the pressing necessity of adaptation to the environment, to the persons who are to be led, and to the agencies to be employed. The authority of the group is the authority which gives the leader his leadership role.

A guidance coördinator must look beyond his staff and colleagues for support. The parents of school children exert both friendly and unfriendly pressures upon him; their influence upon his general techniques is inescapable. In general, he will attempt to secure their approval and understanding and to avoid their disapproval. Pupils also exercise an influence upon the coördinator's activity because they reflect the customs and traditions rooted deep in community life. The coördi-

primarily from an increase in the size of the technical processes, but rather from an increase in the realm of human relationships. These relationships are rooted deep in the human needs and motivation of human behavior. An organization for a school guidance program is essentially a social structure requiring an acting force in the form of a director to coördinate the operations and interactions of individuals and groups.

If a guidance program is to be successful, it must recognize and respond to the standards, backgrounds, occupations, values, and sentiments of the organized and unorganized groups within and outside of the school (8). Each individual school constitutes a system of relationships between persons and the pattern of relationships and standards of behavior of pupils and teachers determines the degree of efficiency in that school.

Nature of Administrative Organization as a Social Structure

The school is a social system representing pupils, teachers, special-service personnel, and administrators; and as such a system, it can be studied in terms of its structural aspects, its dynamics, and its cultural patterns and contents. A knowledge of sociological principles derived from systematic research is as essential for the guidance director as is knowledge derived from his technical guidance training. The successful guidance administrator recognizes and responds to the standards, group structures, backgrounds, and training of school personnel. His training in guidance techniques has prepared him to adopt certain standards which have been influenced by the way his colleagues act in the performance of their professional duties as well as in life situations outside of the school. By professional leadership he will be able to develop standards within groups and to assist these people to specify what they shall do, ought to do, and are expected to do under given circumstances (19).

When the guidance director becomes aware of the standards of the teachers in a school and of their expectations of the guidance worker, he can predict more accurately how the teachers will react to certain suggestions. The following illustration is appropriate: Walnut Grove School has several varying standards of guidance within its faculty. The standards of one or two teachers demand that guidance be done exclusively in the curriculum; the standards of another couple demand that counselors care for all disciplinary cases arising in the classroom; another two or three believe that all classrooms are primarily places for

2. Agreement must be reached concerning value systems. A feeling of group belongingness after acceptance of the ideals of a group is the test of agreement.

3. Control must be exercised on coöperative efforts, including implicit or explicit agreement concerning limitations to individual power potentials. An organized group with a strong we-feeling is likely to coöperate better and to disintegrate less rapidly under frustration in problem solving and under fear than is an unorganized group. A person who is able to interpret the social and institutional realities of the group's purposes is given leadership.

4. Efforts and skills must be used by individuals in the group to produce changes in the situation and to avoid frustrations. The group is threatened when its members refuse to contribute ideas toward a group problem. A combination of frustration and permissiveness provides a would-be dictator his golden opportunity, for the escape from frustration lies in re-unifying the group through decisive, immediate, and emotionally-charged action.

5. Group members must be able to distribute satisfactions. Frank and open discussion which relates each function to a clearly portrayed, broad solution of the problem is a useful actuation to forestall grievance.

6. The group must be able to attain an equilibrium status to achieve solidarity. When a group is relatively stable, an individual can generally predict the group's response to any suggestions that can be made. Then, too, an individual should be able to make suggestions without causing violent disturbance.

Whenever possible, groups are kept small because, the greater the size, the more likely it is that some members will be dissatisfied with the group goal and that coalition will be formed.

Attractions and repulsions occur among individual members. The causes for this are myriad; a communication structure developed in a housing project under the influence of geographical location of neighbors may influence the structure of friendship choices; frequently interaction is related to friendship or dislike among individuals; or friendship may be influenced by the particular activity phase in which a group is engaged.

The role the guidance coördinator is to play in group dynamics involves theories of leadership and authority. Perhaps the most satisfactory role is that of the coördinator who is guided by a recognition of responsibilities without abdicating the position of leader. The coördinator may suggest, recommend, persuade, defend; but, if the staff does not understand, agree with, or believe in his ideas, suggestions have very little chance of being carried out effectively.

nator's leadership is continually being tested by the forces which act upon him and upon the methods he uses to accomplish the purposes of the guidance program.

Administrative authority is largely a psychological concept. In operation, it is effective only when the administration can exercise effective power in situations where authority is relevant. The effective administrator is a leader whose effectiveness will be conditioned by his acceptance as a leader in informal group relationships. Acceptance will be in terms of the leader's giving expression to group desire which he senses but recognizes as unformulated and unexpressed. His knowledge that leadership in a democracy is assigned and may be taken away by the group enables the guidance coördinator to maintain the role of leader against the criteria of group needs and desires. A leader in any organization is a person who motivates group members to establish their own goals and achieve those goals.

Group Dynamics and Small Group Processes

The guidance coördinator should be well informed about group dynamics, especially as they apply to processes of action in a small group. He knows that a group may assist an individual in personality adjustment and he encourages his colleagues to use the group dynamic techniques freely. As an administrator, he is also aware that group dynamics is a potent means for strengthening the guidance program.

A guidance coördinator realizes that a group of people working on a problem constitutes a very complex situation. He studies the general patterns of interactions—processes—which go on in every group of which he is a member. The basic six processes isolated by Covey (3) which can be expected in most group problems—solving situations, are useful:

1. Adequate communication must be established. This requires a determination of who should communicate what to whom, when, and by what means. The most effective way to change the attitudes of men is to change their relations with one another through the use of common language, common definitions, or through frequent association; "getting the problems from the group" rather than from the administrator is crucial in leadership. In communication, attitudes and feelings are involved as well as ideas. Every counselor is aware that the level of feeling is deeper, more persuasive, and more closely related to action through anxieties and fears than is the level of words.

seling. It should emphasize whatever steps are taken in a disciplinary situation, they must be taken in terms of needs of the person involved" (31). This point of view demands that discipline does not mean merely punishment and that wholesome growth and development rather than comformity receives primary consideration. In a discipline (preferable counseling) situation, the counselor must recognize the status or *degree of maturity* already reached by the child, and then act in terms of actual maturity rather than in terms of some stage of maturity that the counselor thinks the individual should have reached.

The counseling situation conditions the child's interests to conform to the requirements of our social order. Within the counseling interview there seems to be little or no place for disciplinary penalties. Certainly the guidance coördinator must guard against his staff's being used as a haven for the delinquent, the defiant, and the difficult. Though teachers should feel free to avail themselves of the help of the counselor with discipline problems, they should never automatically relegate all responsibility for student discipline to the counselor. Teachers must assume their rightful share of disciplining students. It is desirable that all teachers and administrators develop a positive view of discipline, rather than an attitude that discipline is punishment. The leadership in developing this point of view lies with the guidance coördinator.

ROLE OF THE GUIDANCE COÖRDINATOR AS A LEADER AND SUPERVISOR

The guidance coördinator is not a leader merely because of his appointment as guidance coördinator. He is a leader only to the extent that he influences the activities and efforts of his staff toward the achievement of goals. His accomplishment is entirely dependent upon the performance of others; hence, he is seldom an independent agent who can ignore the welfare of the staff. He becomes an authority only inasmuch as his staff defines the scope of action he has in making decisions, in carrying out responsibilities, and in enlisting the coöperation of others. "The authority of any single individual will be largely circumscribed and the degree of his authority will in part determine the authority of others" (31).

Leadership is closely integrated with decision making—preferably decision making by the group rather than by an individual. If a staff member makes a decision or feels that he has had a voice in making it, he is likely to persist in carrying the majority rule.

GUIDANCE COÖRDINATOR'S ROLE IN DEVELOPING GOOD ADMINISTRATIVE RELATIONSHIP

The guidance coördinator as an administrator is expected to execute definite tasks as those tasks are defined by certain groups of parents, teachers, students, and business men. To date, no one has described the behavioral expectations of the guidance coördinator.[1] More specifically, however, attempts have been made to define the role of the administrator in such broad areas as relationships with the community, with staff, with parents, and with pupils.

The concept of the administrative role can be defined as behavior strongly influenced by the expectations which members of various important groups have of an administrator and his relationships with them.

Generally, the administrator is penalized if his behavior deviates from that which organized groups expect of him. "Role" does not refer simply to the functions performed by the administrator, but rather to expectations concerning the functions which he will perform and the manner of his performing them.

A complete abdication of leadership may result in the tyranny of peer groups or standards set by aggressive teachers, parents, or pupils. A leader must avoid both the authoritarian and the laissez-faire procedures and attempt to provide a democratic leadership with emphasis on the fact that to be free is precisely to be responsible. The relations that exist among the persons who compose the guidance staff have considerable impact upon the quality of the guidance program. Staff relationships are related to such factors as zeal, atmosphere, devotion to tasks of problem solving, and ideals. In the material to follow we shall discuss various administrative relationship tasks which the guidance coördinator faces in dealing with his staff, the teachers, and the community.

Guidance Staff Relationships

SHOULD A COUNSELOR ASSUME DISCIPLINARY RESPONSIBILITIES?

The writers of this textbook agree with Froe that "the concept of discipline as a positive element, should be synonymous with coun-

[1] Two studies indicate that parents, students, and teachers expect the guidance worker to perform different functions than what the professional worker feels is his major role. See *Personnel and Guidance Journal*, 32:386-388 (March, 1954), 33:74-77 (October, 1954).

4. He must willingly yield leadership to anyone more competent than he to advance common purposes.
5. He must be skillful in developing group processes.
6. He must be able to work coöperatively with the administrators in solving problems of the guidance program.
7. He must establish confidence by evidencing an understanding not only of guidance techniques but also of the whole guidance process.

An examination of these qualifications would lead most of us to conclude that supervision is general rather than close. Specificity and closeness are present only to the degree that the guidance coördinator is skilled in specific counseling techniques or in developing certain group processes. The busy coördinator will do well to build good relationships among his staff members rather than to busy himself with details related to personal problems of a single staff member or to clerical procedure.

ROLE OF THE GUIDANCE COÖRDINATOR IN SECURING EFFECTIVENESS AND INCREASING PRODUCTIVITY

The guidance coördinator who creates satisfying personal relationships among his staff will find that his co-workers will work to their capacity. Good staff relationships insure peak efficiency. Joint enterprise is successful only when the staff works as a team. "Staff relationships that build a team out of an aggregation of individuals have much to do with the final productiveness of group work" (40). Continuous long-term coöperation endeavors are essential to fundamental improvements. Weariness and loss of interest are frequently symptoms of unsatisfactory interpersonal relations and eventual loss of morale.

Effectiveness and productivity may be increased through workshops, retreats, and study groups specifically designed to improve the relations of the staff.

THE GUIDANCE COÖRDINATOR MUST CREATE SATISFACTION AND MORALE

Satisfaction and morale are very necessary to the efficient operation of the school's guidance program. Evidence gathered from research shows that the administrator can create these elements by effective leadership. Staff morale and satisfaction in teaching are related to (1) stimulating professional leadership, (2) providing an opportunity for teacher participation in policy making, (3) clearly defining aims and goals, (4) establishing conditions which promote effective teaching,

SUPERVISORY FUNCTIONS OF A GUIDANCE COÖRDINATOR

In some respects there is very little difference between a supervisor and a leader. Certainly, a successful supervisor must have the qualities of effective leadership. Supervision includes group experimentation and investigation, the establishment of a clearing house for the suggestions and experiences of superior counselors and teachers, and the establishment of frequent professional association. As a supervisor, a guidance coördinator should encourage freedom of experimentation, provide friendly coöperation, and offer constructive suggestions.

One function of the supervisor is to stimulate all school personnel to read good guidance literature. Unfortunately, only counselors read the bulk of professional guidance material. Administrators and teachers should also become interested in such areas as philosophy of guidance, directive versus nondirective techniques, testing programs, test interpretation, choosing a vocation, and discipline versus guidance. The supervisor should encourage classroom teachers to feel that they have a part in the guidance program.

The guidance supervisor should be constantly alert to his obligation to assist by providing supplementary professional guidance textbooks, magazines, guidance audio-visual materials, guest speakers, and lists of local resources. The guidance staff will appreciate supervision from a guidance coördinator who works within policies to which the staff has agreed, who helps to provide an ideal atmosphere for guidance, who is always aware that the chief purpose of guidance is to serve the pupils and the community.

GENERAL SUPERVISION VERSUS CLOSE SUPERVISION

The role of supervisor has gradually changed from that of direction of instruction to that of educational leadership concerned with improved service training. The specific qualifications of the guidance coördinator as a supervisor, too numerous to list here, differ very little from the qualifications of an efficient administrator. For purposes of illustration in a discussion of general versus close supervision, however, let us say that a supervisor should have the following qualifications:

1. He must be sensitive to the personal needs of his co-workers.
2. He must have empathy with his staff as well as with his counselors.
3. He must establish a feeling of friendship of all who are working on the same problems.

and teaching is preferable to one of counseling and administration. Still another approach is to convince the administrator of the logic in placing the guidance coördinator in charge of the centralized records. The proper organization of these records requires data obtained by the classroom teacher in addition to data obtained through administrative procedure of testing programs or advising. Eventually the guidance program becomes so integrated with the entire school program that the school administrator finds it necessary to use all guidance resources.

Relationships with Teachers

Just as the superintendent and principal are interested in the general morale of teachers, so is the guidance coördinator. Morale involves the elements of rapport, coöperation, and support, all essential if the coördinator is to be successful. Better human relations, improved creative efforts, and the establishment of an enthusiastic atmosphere all depend upon the coördinator's leadership. An important criterion of an effective administration is the extent of agreement of expectations of administrators. A study to obtain teachers' opinions on practices which affect teacher morale will indicate to some extent harmony or lack of harmony in staff relationships. In such a study Bowman (4) discovered the following agreements which would be of interest to a guidance coördinator:

1. Employing married women teachers.
2. Providing maternity leaves.
3. Granting ten days or more of sick leave.
4. Making efficiency ratings and reporting results to teachers.
5. Placing competent teachers on continuous tenure after a probationary period.
6. A single salary schedule.
7. Increasing the pay of teachers with six or more years of preparation.
8. Recognizing the local inclusive professional organization as spokesman for professional employees.
9. Having an administrative council consider policies and recommendations.

The teacher who finds it difficult to accept the guidance program should not be considered as a threat but as a challenge. Such a teacher cannot or should not be ignored. Rather his reasons should be objectively considered and treated as a problem to be solved through the collection and interpretation of data. Every opportunity should be used to assist the teacher, to understand his point of view, to use him on

(5) recognizing good work, and (6) providing reasonably adequate salaries (6). The opportunity to participate regularly and actively in educational planning and policy making is sufficient to increase satisfaction of those working in the guidance program.

Sharma (30) found that satisfaction is directly related to the extent to which teachers participate in decision making. He also found that teacher satisfaction is related directly to the extent to which current practices in decision making in the teacher's school conformed to the practices in decision making which the teacher approves. Democratic administration demands that those who must abide by decisions must have a voice in making those decisions.

THE GUIDANCE COÖRDINATOR SOLICITS THE SCHOOL ADMINISTRATOR TO USE GUIDANCE RESOURCES

The enlightened superintendent and principal are aware of the guidance services in the school; the basic problem is to get these administrators to encourage the ultimate potential of guidance resources. A number of approaches may be adopted for encouraging the development and utilization of these resources, but only one or two of them need be discussed here for purposes of illustration. One approach is to inform groups of influential parents about the advantages of guidance to the degree that they may insist that their children be served by highly trained counselors. An administrator is unlikely to act upon a parent-pupil-school situation without the guidance and assistance of the school counselor.

A second approach is to make recommendations to the administrator regarding the guidance program of the modern school. These recommendations reflect the guidance data collected about pupils in relation to the learning process and to the teachers who have some control of it. The curriculum, methods, projects, and activities of a modern school program should stem from pupil abilities, achievements, and personality status instead of reflecting only what custom and the heritage of the past reveal.

Effective counseling can stimulate desirable program changes in curricula and teaching methods. The administrator has no better source of knowing that changes should be made and how they should be brought about than the recommendation of a guidance administrator.

A third approach is to use each available opportunity to develop guidance skill among the teaching staff. A combination of counseling

group guidance, constructing scattergrams, sponsoring student activities, providing occupational information, and performing numerous other guidance services.

Regardless of the training and efficiency of classroom teachers, special services will always be needed because a full-time teacher cannot execute all of the activities necessary in the well-rounded education of children. Next to the pupil, the teacher is the most important person in the school and should be awarded that status. The specialist should be available to make the education of the child more complete. There has been a steady and noticeable trend toward closer relationships between classroom teachers and specialists. Clinicians have shared the knowledge of their special skills with the classroom teacher. Techniques of observation and interviewing and even of therapy are being made adaptable to the classroom teacher. The spread of the child development movement and the rapid growth in popular knowledge of the fundamentals of mental health have increased the acceptance of the guidance program.

RELATIONSHIP BETWEEN HOMEROOM TEACHER AND COUNSELOR

The homeroom teacher all too frequently is considered the professional counselor of the school system. True, he should be well-trained in counseling techniques but he must guard against projecting himself into the role of a professional counselor. He must not hold interviews in a haphazard manner. The method of approach, techniques of the counseling interview, clarification of certain situations, help in outlining a problem, promotion of positive action, follow-up, and recording can best be executed by a professional counselor. Few homeroom teachers take more than a few minutes to listen; most of their counseling time is spent in telling. On the other hand, little conversation, joking, discussion, advice, criticism, and observations place the homeroom teacher in a position of value to the counselor for providing information about a pupil.

The Role of the Guidance Administrator in the Community

The function of keeping the community well-informed and happy is probably the most time-consuming; yet it is a most significant task of school administration. Although everyone officially connected with the school has a responsibility for the school public relations, the guidance coördinator has a special role to play. A good guidance

committees or for special assignments related to his interests. A teacher who behaves differently, and who thinks differently is just as much a challenge as a student who behaves differently and, therefore, needs help from the counselor. No one should be better trained to recognize and to deal with individual differences than the professionally trained counselor.

Effective guidance can result only through the coöperation of the teacher with the counselor specialist. In the first place, the teacher can provide the counselor with much pertinent data. The teacher observes the child who is moody, indifferent, resentful of authority, boastful, loud-talking, or who fights a never-ending battle for the right to belong. The teacher can assist the counselor to spread favorable publicity to the school and community. Basic to coöperation is a sound understanding of the guidance program purposes, including an acquaintance with objectives, with the role of the classroom teacher as a counselor, with the channel for relaying information, with the information to be recorded and the techniques for recording it. Teachers are continuously in the process of guiding whether the process is assisting the pupil to acquire knowledge and skill or the process of creating an attitude. In the classroom, pupils are given practice in making decisions, in analyzing, and in replacing emotional biases with reason, logic, and the scientific attitude. Teachers are interested in developing desirable study habits, in assisting pupils to acquire occupational information, in exploring the characteristics of workers in the world, and in assisting their pupils to live in groups. Neither the guidance coördinator nor any of his staff should ever have an authoritative relationship with classroom teachers.

PERSUADING TEACHERS TO USE RESOURCES OF THE GUIDANCE PROGRAM

Among the significant resources of the guidance program is the specialist—the special counselor, speech correctionist, supervisor, school psychologist, and pediatrician. In those schools fortunate enough to have a specially trained professional counselor, teachers occasionally assume no responsibility for guidance. Most teachers, however, are beginning to appreciate the importance of studying each child in the classroom before referring him to a specialist. If special treatment becomes necessary, the classroom teacher will remain the principal functionary in the child's adjustment. As part of their regular assignments, many teachers are holding interviews with individual pupils, doing

3. Development of an organization among the professional staff on a community basis for discovering and spreading new ideas.
4. Stimulation of interaction such as "unmet-needs conference" and talent files.

The exact role required of a guidance administrator in developing a good relationship between the guidance program and the community cannot be delineated. Communities change too rapidly; individual personality traits of the guidance expert make necessary a wide variety of approaches (1).

Relationships with Community

Regardless of any kind of organized guidance program, the center of the program rests with the classroom teacher and the guidance staff. Although the leadership for public relations begins with the guidance coördinator or the guidance committee, much of the information about guidance services comes from the teacher and the pupil.

Because it is easy to jump to the conclusion that good school public relations can be developed only through wide newspaper and magazine coverage, bulletins, and brochures, plus a regular series of radio and television broadcasts, there is a tendency for the school staff to relinquish all responsibility for creating good school public relations. Each staff member should realize that "everything I do, I say, I write, I leave unwritten, I leave unsaid or undone, will affect the school public relations program." The Public Relations Committee of the Conference of Guidance Supervisors and Counselors Organizations, reporting at Binghamton, New York, October 5, 1954, said, "We believe that the best way of acquainting the public with the activities of guidance is to operate guidance services which meet the needs of pupils, parents, teachers, and the community" (38). A well-operating guidance program will act as its own publicity agent because the pupils it assists are directly involved with the parent and public.

KNOWLEDGE OF COMMUNITY AGENCIES

Information concerning available community resources useful to the teacher and to the guidance administrator should be common knowledge. The most frequent method of obtaining this information is the survey. The four types of surveys used to determine community resources are: (1) informal survey, (2) self-survey, (3) survey by outside consultant or authority, (4) continuous survey by a coördinator. The informal survey is of use principally in the small rural or village

administrator and his staff can do much in extolling the virtues of the guidance program so that the "consumer" is favorably disposed toward the product.

In one community, the service clubs in the area became vitally interested in the field of guidance and the part played by the guidance department of the school. Inquiries and general interest led the clubs to invite the counselor to be guest speaker at the Woman's Clubs of Randalltown, the Lions Club, the Kiwanis Club, and the Rotary Club. The guidance department sent invitations to the clubs and parent-teacher's association to select a representative to join in an exploratory conference with the counselor. At the first meeting, discussion was centered around the areas of college and job placement with emphasis upon college scholarships. In the area of job placement, the discussion was directed toward part-time work, summer work, and full-time work after graduation. Each community member returned to his club well provided with material and with the primary purpose to initiate action or secure some expression of attitudes. Additional committees such as a scholarship committee or a vocational committee were organized to coöperate with the school's guidance program (37).

The guidance administrator should be aware of the trend of increasing activity of citizens in educational planning. A systemwide coördination between the guidance committee and the parents' council will generally result in effective development of good school-community coördination in solving guidance problems. The coöperative working of citizen advisory councils, citizen planning committees, boards of education, and pupil-teacher-parent groups is essential to a good guidance program. Limitations of space here curtail discussion of techniques of citizen participation; however, the guidance administrator should become familiar with the large and increasing volume of literature on this topic. The research report by Polley, Lorentan, and Blitzer (28), for example, demonstrates four steps in awakening citizens in a school system to the advantages and possibilities of working together.

1. Development of a sense of community in an area large enough to be effective and efficient in dealing with school government, but small enough that citizens can be responsible for something they can see and comprehend.
2. Development of the machinery for community responsibility for the educational program of a given area, including a system of checks and balances on local authority to provide for local responsibility.

io a corrective program resulted in an improved adjustmeot of the childreo. Buchmueller, Porter, and Gildea (5) reported that 8 percent of the children had irreversible personality factors, or deleterious environmental factors in either or both school and home. Of the 48 oonparticipators, 80 percent failed to improve io behavior.

That the organization of parents aod busioessmen for school visit-iog days is possible and practical was demonstrated by Thomas (34). He concluded that the idea of parents not taking time to visit the high school is wrong wheo a plan is established for such visits. Foster aod Striploig (12) demonstrated how a number of schools improved the relationships betweeo school and community by strong vocational guidance programs. Work with parents has always been an accepted and important part of the guidance program at all school levels. The guidance administrator can well afford to devote much of his time to work with parents through workshops, special study groups, and coo-ferences.

SUMMARY

No one man or even a group of men is wise eoough to tell others what to do in a one-way communication. Mutual consultatioo is a oecessary factor in democratic relationships. A good leader has coo-fideoce in his followers and is willing, on occasioo, to exchange roles with them. Pooled aod coöperative experience growing ioto collective action with a chosen leader as the spokesman is always a characteristic of democratic faith in equality, holdiog that each iodividual shall have the opportunity to contribute to our society that of which he is capable and that the value of his contribution be determined by its place aod function io the organized total of similar contributions.

The guidance coördinator frequently finds himself in a dilemma if he attempts to complete all the tasks expected of him. These expecta-tions often present contradictory, inconsistent, or even mutually ex-clusive aspects. The resolution of such conflicting elements constitutes, in one sense, the major task of the administration. This requires a quality of personality not possessed by every professional educator. That it is impossible to please everyone, even everyone within the education profession, has been experimentally proved. Story (32), for example, made an analysis of a single question drawn from a larger questionnaire and answered by various persons at different levels in the educational hierarchy. He noted marked differences in the answers

community. Seldom is it sufficient, however, since it does not give data about state or regional resources. Offering unusual opportunities for involving many people, the self-survey is made basically by community groups of from four to eight persons who spend their time visiting, observing, and recording their observations. Teams are composed of teachers, laymen, and pupils. Observations are discussed, reports consolidated, and current practices analyzed. The consultant type of survey is best illustrated in the public school survey where an outside impartial authority is employed to organize the procedure. The continuous survey requires a full-time coördinator and is found only in the large school systems.

Space will not permit a complete listing of common community resources helpful to an effective guidance program; therefore, we cite only a few for illustrative purposes. In the larger cities or in some regions the organized Council of Social Agencies, the family service agency, agencies for child welfare, religious group-sponsored agencies, and child-guidance clinics are all available. Such service organizations as the Junior Chamber of Commerce, Rotary Club, Kiwanis Club, Lions Club, American Legion, Junior League, fraternities, and parent-teacher associations are useful in a school guidance program. Teachers should know what community agencies exist, how they can assist, and how referral to them can be made. The guidance administrator will consider it his function to locate these resources and initiate a program of their effective utilization.

PARENTS—THE MOST SIGNIFICANT COMMUNITY COMPONENT

Today, as never before, there appears to be a great need for parent-teacher or home-school relationships. There have always been parent-teacher relationships of an incidental nature, but intelligent, planned coöperation of *all* parents and *all* teachers is now necessary. Working with parents in the area of guidance involves the same principles as does working with the school children themselves. Parents can be expected to give and will give their coöperation only when they understand what the guidance program is attempting to do and its reasons for doing what it hopes to do.

Evidence is continuing to accumulate supporting the principle that coöperation of parents is essential in the guidance program. A project of the St. Louis Council for Parent Education, for example, demonstrated that participation of the parents of behavior-problem children

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from superintendents, principals, supervisors, and classroom teachers.

Research in administration and human relations is not extensive. Although much has been written calling attention to the need for better human relations followed by long lists of principles which the administrator may follow, much yet remains to be discovered scientifically. Administrators, or self-styled leaders in human relations, have been free to give counsel on how to solve certain problems; but unfortunately the techniques that work in one situation may not work in another for a person with different personality characteristics.

Although the administrator has a primary responsibility to develop satisfaction and morale in staff relationships, there are nonstaff groups also to be satisfied. Human relations is a multipath network and requires a multirole by the guidance administrator, ranging from instructional improvement to pupil guidance and control.

Some patterns of administrative and supervisory school organizations give the guidance coördinator quite different functions from those established in other patterns. The various roles to be played by the school administrator as described by Haskew (18) are applicable to the guidance administrator as well. These are listed as: atmosphere-producer, prophet, arranger, leader, coöperator, and go-between.

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should continuously be given to the development of closer relationships between the objective of guidance and the total school program. Rather than isolate the counselor as a specialist with little concern for what the school teaches, the administrator should emphasize the unity of the functions of all members of the staff.

The administrator recognizes the need for a guidance program only after acquiring the philosophy which convinces him of the importance of a comprehensive guidance program in developing each child according to his interests, needs, and abilities. Through administrative leadership, teachers, parents, and laymen are aroused to the needs of children and to the question of whether the school is meeting these needs. Groups of adults interested in child welfare will meet to discuss topics related to juvenile delinquency, causes of school failure, the efforts of the community to meet the imperative needs of youth, and the contribution of the clinician to school and community. In teacher groups it may be best to refer to the problems that disturb the teacher and interfere with teaching rather than to refer to the "need for guidance." When teachers recognize the need for assistance and further training in coping with student problems, they will recognize the wisdom of having specifically trained personnel who can be given released teaching time for counseling.

Making the Staff Cognizant of the Need of Guidance

The key to a successful and enthusiastic support of a guidance program is the active participation of all teachers. Without early participation in the development of a guidance organization and continued activity in its administration, teachers are likely to resist new proposals and recommendations. Because guidance is so closely integrated with all phases of the school program, almost any thorough group study of a common problem will eventually lead to recognition of the need of more efficient guidance of pupils. Since techniques of initiating a guidance program will be discussed in Chapter 6, we need not discuss them here. Some of the specific activities to be discussed are: in-service training; surveys of pupil problems, pupil interests, or parental opinion; a study of test scores and records; a reconsideration of reporting pupil progress; a study of techniques of gathering information about pupils; and a study of those students who leave before graduating, and a study of graduates. Research, with the utilization of committees, to solve problems of scholastic failures,

experience with guidance a generalization called the "guidance concept" is frequently formed without a concomitant ability to verbalize it into a definition. . . . Briefly stated the solution is this: (1) a philosophy of guidance and the development of a point of view precede an organization into basic services; (2) organization into basic service divisions is essential if the guidance program is to be effectively coördinated, clarified, and efficiently activated (31:25).

In 1943, the proceedings of the Sixth National Conference of State Supervisors of Occupational Information and Guidance (24) recognized the role of the administrator by focusing attention on the following functions:

1. Recognize the need and importance of a comprehensive guidance program and give it personal support.
2. Make his staff cognizant of the value, functions, and problems of guidance.
3. Provide for a guidance committee.
4. Provide suitable quarters and facilities for the counseling service.
5. Arrange the school schedule so that counseling service is possible for all pupils.
6. See that ample time is allowed for the counselor.
7. Make adequate provision in the budget for carrying on the guidance program.
8. Establish and maintain a cumulative record system.
9. Establish a program of in-service training for members of the staff.
10. Offer special inducements and recognition to counselors in the guidance program where extra services and training are required.
11. Select counselors on the basis of established criteria.
12. Evaluate and revise curricular offerings in an endeavor to meet pupil needs.
13. Offer extra-class activities to aid in social development.
14. Coördinate all available extra-school resources to aid the program.
15. Work out and coördinate the guidance program coöperatively with members of the staff.
16. Evaluate the guidance program in coöperation with the staff to determine its effectiveness.
17. Give desirable publicity to improve school, home, and community relationships.

Need for Guidance Program Recognized by Administrator

The organization of a guidance program requires a statement of objectives, a description of the processes, and a planned procedure of relationships between the workers who carry on the processes. Emphasis

of activities selected by the committee for study will include a formulation of the meaning and purpose of guidance, a consideration of the general principles of guidance, and a statement of definite conclusions and recommendations. The preorganization committee may assume the functions of a coördinating or a policy committee. Frequently subcommittees may be established for the purpose of studying any of the activities mentioned above. An important function of the coördinating committee is to provide communication and articulation between subcommittees and between the administration and the staff. It is profitable, for example, for two committee chairmen to confer or for one chairman to examine the minutes of another committee. In all committees there should be the feeling that the committee rather than the administrator can provide the solution of problems. There is no better method for doing this than to give the committee the authority to make and carry out decisions. Frequently the policy-forming, coördinating, or advisory committee includes the administrator as an ex-officio member.

THE PERMANENT GUIDANCE COMMITTEE

Frequently the preorganization committee becomes a permanent committee with a revolving membership. This is usually the case in a small school, but in the large school, a more inclusive representative committee and subcommittee organization will be more satisfactory. The permanent guidance committee can be organized either by enlarging the temporary or preorganizational committee or by appointing an entirely new committee. Such a committee will rarely exceed six to eight members. However, it is desirable to have many faculty members involved in subcommittee work.

In practice it has been found that the chairman of the permanent guidance committee eventually becomes the executive in charge of the guidance program and the other committee members eventually become chairmen of subcommittees. Teachers should have an active voice through the guidance committee in the selection of a guidance director or a permanent guidance committee, as well as in the choice of procedures and guidance materials.

Continuous Evaluation

The general techniques used in the evaluation of achievement in the curriculum areas are also used in the evaluation of the guidance

vocational choice, use of community resources, or curriculum effectiveness will lead to the recognition of the need of an organized guidance program.

The Strategic Use of Committees

Nowhere can the strategic use of committees be found better than in federal and state government. The persistent use of the committee system demonstrates that such a system is the surest means of assuring that the largest number of people who are to be affected by a decision have a voice in making the decision. In most cases these committees are appointed; only occasionally are they elected. Unfortunately, the committee system does not always guarantee smooth running of the machinery of democracy. An autocratic leader may so govern appointments and force desired answers to problems upon his appointees that the system becomes a farce. A weak leader may also use the committee system to absolve himself from blame of errors. However, if certain dangers are avoided, the committee system can be a desirable means of achievement. A pool of ideas from a number of sources generally result in sounder conclusions than conclusions made by any one person. When a committee makes a decision, the larger group is likely to give the decision serious consideration. At any rate, the committee members themselves are more likely to accept plans for action; thus implementation of the plan will be more effective. Coöperative problem solving is the most productive means of stimulating professional growth.

The administrator in a committee system of program improvement serves as the coördinator. In addition to the responsibility of keeping all important objectives under constant consideration, he must keep lines of communication clear so that all members of the staff will feel that their interests are being served. Planning and implementing guidance policies and practices by the committee system requires much time, but the end results are very beneficial.

THE PREORGANIZATIONAL COMMITTEE

There are no set patterns for establishing a temporary committee; it may be appointed by the administrator. If a call is made for volunteers, it is very likely that those who volunteer will not only be willing to work but will also have an interest in common with the entire group of volunteer workers. Any committee should be kept small enough to make participation by all members possible. The types

WHAT ARE ADEQUATE FACILITIES?

The most helpful investigation to date in determining minimum facilities is that made by Monson (21). In this study the opinions of 42 state supervisors of guidance services and 102 selected school administrators were solicited. The following opinions in the percentage indicated were obtained:

	Percent
Private Interviewing	100
Individual Testing	99
Occupational Information File	98
Health Rooms	95
Clerical Facilities	94
Special Social Rooms	92
Reception Room	87
Nearness to Central Office	87
Nearness to Library	77
Centralized Location	76
Social Atmosphere	76
Location on First Floor	68
Group Testing Facilities	32
Equipment for Counseling Rooms	
Desk and chair	99
Filing Cabinet	94
Book Shelf	89
Two or more extra chairs	80
Bulletin Board	76
Rugs	76

These facilities, some of which extend to services other than guidance, are included in the ideal list of the majority of guidance administrators and counselors. One writer suggests the following facilities for operating a guidance program (27).

The amount and type of space available will depend on such factors as the size of the school, and whether it is a new or remodeled building. Inclusions should be: a health suite, one or more private offices for counseling and interviewing, a waiting room, available classrooms for group testing and group instruction in guidance topics, and an office for individual psychological examination and for psychological therapy and counseling, storage and vault space. . . . Each counselor's office should contain a desk and desk chair, two other chairs, at least one four-drawer vertical letter file, bookcase, and a telephone. The waiting room should be furnished with comfortable chairs, table, display and bulletin boards—the records alcove of this room should

services. Goals must be established; specific answers must be sought to the question, "What is to be accomplished?"; the collection of data must be made to note the extent to which accomplishments have been made; and new revisions and plans must be made on the basis of the interpretation of the observations. At the time of the planning and organizing of the guidance program, provisions should be made for evaluating its progress.

Evaluation cannot be postponed until the administrator feels that a program has been completed. Evaluation is part of the process of organization and, therefore, must be continuous. Only through proper encouragement and leadership of the administrator is evaluation of the guidance program possible. It is his responsibility to implement a continuous evaluation of accomplishment.

Administrative Responsibility in Providing Adequate Facilities, Equipment, and Materials

NEED FOR PROVIDING ADEQUATE FACILITIES

Because of the relatively rapid development of guidance services throughout school systems, the provision for adequate facilities has become a difficult task of the administrator. The amount of existing available space usually proves inadequate. Future buildings should be planned to include adequate facilities for performing the necessary activities. The guidance specialist should assume the responsibility of stating clearly the amount and kind of physical facilities necessary for adequate student-personnel programs.

School buildings which were constructed to meet current needs according to contemporary philosophy are difficult to remodel to meet such new educational developments as guidance services. The planning of new buildings presents a problem because we have no standards for floor-space area, number of rooms, needed equipment, or costs.

The physical facilities and equipment will be determined by the needs of each school, and they will reflect the administration's concept of guidance. The final plan may range from an elaborately furnished guidance suite to a partitioned hall near a stairway. The need will vary widely according to local conditions; nevertheless, it would be desirable to have a general standard guide for satisfactory plans in terms of local need.

amounted to $2.81 per pupil per year, or 2.5 percent of the average cost of instruction. These figures may be used in direct contrast to those found by Crosley (7) in California schools in 1950. These costs are shown in Table 4.

TABLE 4. The Average Total Cost of Guidance Services in Selected California High Schools on an A.D.A. Basis

	Schools with A.D.A. of				
	33–300	301–700	701–1200	1201–1800	1801–2850
Average total cost of program	$1926.25	$4913.02	$6701.90	$15881.95	$15177.75
Average percent of total expenditures	2.3	2.3	2.2	3.0	2.5
Average cost per pupil for average daily attendance	12.58	10.51	7.80	10.72	6.87
Average cost per pupil per total enrollment	12.42	9.71	7.03	9.66	6.44

The average cost of guidance service per pupil in California cities varied from nearly $7.00 to approximately $12.50.

Froehlich (10:50–51) suggests that the usual ratio of counseling-staff time to total school-staff time is 1:10. Without higher salaries for counselors, the total cost of counselors' salaries would be roughly figured as 10 percent of the total salaries.

In a report of their national survey, io 1952-1953, Jones and Miller (14) present statistics of expenditures for guidance services on a oational basis. Figures were reported to the Division of Vocational Education in the United States Office of Education for matching purposes from federal, state, and local funds under the provisions of the George-Barden Act. By states, expenditures for vocational guidance totaled $392,438.22. The states spent much more from state aod local funds, bringing the grand total reported to $1,530,760.91.

Several selected states reported spending the following amounts for guidance services not from federal resources:

South Carolina	$10,350.14
New Mexico	10,000.00
Virginia	15,649.28
Idaho	8,200 00
North Dakota	11,988.44

have desks and chairs, vertical files with four or five lock drawers, telephone, and typewriters. The room for psychological examination and therapy should have a table, chairs, and a storage cupboard. If a classroom is provided for group testing and guidance instruction, it should be equipped with movable students' desks and chairs, blackboards, plenty of bulletin-board space, a large table, a bookcase, and four-drawer vertical files. Rugs, draperies, and suitable pictures would be desirable extras for the suite.

Very few schools can boast of space and equipment comparable to that described above. Undesirable as it may be, counselors must often utilize space which is neither adequate nor dignified. Standard class-rooms will have to be converted, hallway space may be remodeled into rooms, and even storeroom space may have to serve as the counselor's quarters.[1]

Administrative Responsibility for Costs and Budgets

Lack of funds alone should not be used as an excuse to delay the organization of a guidance program. Careful shifting of teacher loads may make it possible to begin the guidance program. In-service train-ing should precede the formal establishment of a specific guidance service. It is entirely possible to provide limited counseling for a limited number of pupils without expenditure of additional funds. Beginning a study of experimentation in small-scale counseling frequently reveals the value of using more time and money for counseling services.

The costs of a guidance program are generally calculated on the basis of salaries and other expenses of staff members assigned specifically to perform guidance duties. Mathewson (17:104), who bases his judg-ment on such reports as *The Seventh Annual Report of Director of Measurement and Guidance of the Watertown, Massachusetts Public Schools* (December 20, 1944), writes, "In high schools, cost of per-sonnel service should approximate five percent of the total per-pupil cost, dependent upon the amount of clerical assistance, references and film purchases, tests used, and community work entailed. Guidance expenditures range from $3.00 to $10.00 per pupil per year in the entire system."

In Watertown, the per-pupil cost per year for guidance services was $6.31 against a total cost of $145.14 per pupil for the entire program of the senior high school. Costs for guidance in the whole system

[1] The reader is referred to Chapter 10 for additional suggestions concerning physical facilities for the counselor.

selor salaries. Unless the administrator can provide incentives for counselors with certificates, there will be little reason for the potential counselor to spend time and money to meet certification requirements. Certification requirements provide criteria by which the administrator is able to ascertain minimum qualifications for counselor candidates. Certification requirements assist in clarifying the basic core of counselor preparation and prevent the indiscriminate appointment as counselors of those classroom teachers who do not meet at least minimum certification requirements. When the administrator refuses to employ an uncertified counselor, teachers will be motivated to seek not only courses designed to prepare them for counseling but also colleges offering courses approved for counselor preparation. The administrator must point out to teachers that the counseling position is worthy of professional status. He should employ only certified individuals to teach classes in personal adjustment or to counsel in a nonclassroom instructional situation. Having qualifications beyond that of the ordinary teaching certificate should insure an increase in salary as extra inducement.

THE QUESTION OF SALARY DIFFERENTIAL FOR COUNSELORS

Until 1950, the salary of the counselor was largely commensurate with that of the teacher, but the survey by Jones and Miller (*14*) in 1952-1953 showed a tendency to provide higher salaries for counselors.

A questionnaire returned from California Administrators (*4*) in 1955, indicated that approximately one-fourth of the California schools made a salary differential ranging from $50.00 to $550.00 per year. In some cases, the higher salary is given only to the head counselor, while in other cases, an increase is given to all those doing counseling. In several cases where a higher salary is paid, the counselor must report earlier in the school year and remain after school closes in the spring. The salaries of specialists in California schools in 1950 ranged from $4700.00 to $8500.00 (*13*).

Jones and Miller (*14*) cite a study conducted in 1952 by the Advisory Council Department of Guidance and Placement of the Department of Education, Baltimore, Maryland, in which seven states reported an annual salary difference of $200 to $385.00 in favor of counselors. New Hampshire provided a differential to the counselor of one-half the difference between the salary of the teacher and that

Through special legislation some states provide funds for guidance services to local schools. For example, Washington, under a statutory program for special service units, provided $1,134,666.82 for counselor-service units in 1952; and, under the Minimum Foundation school program, the Texas Education Agency provided a total of $842,834.00 in 1952. Massachusetts reported spending $1,977,600.00 and Georgia $450,000.00 for local expenditures for guidance purposes in 1952.

It is difficult to determine accurately the costs of guidance services because of the differences of opinion regarding the items to be included in the guidance-services budget. Currently, cities include a variety of items in their guidance-services budget. In a study, Harris (13) found that one community may include the health department with its large number of doctors, nurses, and specialized personnel, while another may exclude this department but include the costs of tests and scoring. Some schools might include the cost of extracurricular activities in the guidance budget while others will not. It is likely that no accepted standard costs for guidance services will evolve because of the factors previously mentioned and because of the fact that any budget must be modified continuously to fit the needs, resources, facilities, and available staff. The philosophy concerning a differential salary policy for counselors needs special discussion.

Special Inducement to Counselors

Counseling is rapidly developing into a specialized profession within the broad professional field of education. This is due to the necessary special qualifications that a counselor must have to insure success. In addition to special personal characteristics, the counselor must have additional specialized training to supplement his teaching experience and his educational background. The administrator has a significant responsibility in formulating standards to be met by specialized guidance personnel and in abiding by these standards in the employment of a staff.

Currently, certification requirements for school counselors are mandatory in 21 states, the District of Columbia, and three territories. Over 1000 colleges and universities offer one or more courses designed to train counselors. About 175 of these offer graduate training for advanced degrees in the guidance field (2).

The professionalization of the school counselor has increased his prestige, improved guidance services, and augmented average coun-

curriculum nr guidance. These records should include information relative tn the behavior nf pupils in the group.

8. Tn coördinate all guidance material and human resources; tn develnp procedures of functioning; to evaluate class social activities; and to establish a place for tests and similar guidance records to be stored.

9. To disseminate literature pertaining tn activities which are allied tn classroom activities.

A review of these functions points up the necessity that some person be delegated to guide the development of an overall program of social life, student participation in school government, and the allied activities of the school. The school administrator must either accept the functions of a coördinator or appoint someone to be directly responsible for coördinating allied classroom activities.

Administrator Establishes a Program of In-Service Training[2]

A chief concern of the administrator is the cultivation of youth. Basically the concern is with the growth of the pupils; however, if the growth of the staff is neglected, the school cannot successfully cultivate the growth of pupils. Growth of the staff requires the staff's participation in discussion, in observation, in consultation, in coöperative study, and in planning. Successful participation of the staff requires initial planning by the administrator to stimulate a study of needs, difficulties, and tensions. Note the phrase "initial planning"; the ultimate plans should not be the administrator's plans but rather the staff's plans which are periodically revised in the light of continuing observations.

Chief among the objectives of in-service training is the improvement of the relationship between staff members. Participation in performing common tasks develops empathy—understanding of feelings, knowledge of purposes, discovery of reasons for behavior. Teachers recognize that differences represent areas for growth through interpretation, interaction, joint planning, and experimentation. The administrator as status leader frequently relinquishes his position temporarily to any staff member who demonstrates leadership through the contribution of ideas and suggestions for action.

As coördinator the guidance administrator does not prescribe the role of each staff member and insist that all counselors and teachers be responsible to him. Coördination can be achieved in this way, but

[2] More detailed discussion of a program of in-service training will be found in Chapter 7.

of the principal. In 14 states the differential ranged from $120.00 to $750.00.

Because of the additional training and qualifications of a specialist in guidance the trend toward more pay for this staff member appears to be justified.

The Administrator's Role in Coordinating Allied Classroom Activities

Extracurricular, or to use a more recent term, allied activities, are rapidly being integrated into the curriculum areas of social studies, English, science, and citizenship. The natural spontaneity, freedom, and enjoyment of allied activities must be preserved largely through the initial efforts of the administrator. Time, for example, must be provided within the school day for advisors to develop the social laboratory by which objectives can be accomplished. Guidance of an activity should be part of the regular schedule rather than an appendage.

The organization for coordinating allied activities usually occurs by the appointment of some staff member to take the responsibility. The appointed staff member may bear the title of coordinator or director of school activities. In some cases, the responsibility may be delegated to an extracurricular or a social-activities council. In smaller schools, the principal may have to serve as the coordinator. The functions of coordination may embrace several or all of the following tasks:

1. A survey of the interests and needs of all pupils to ascertain goals and subsequently initiate and integrate these curricular and extracurricular learning experiences basic to achieving these goals.
2. Provide in-service training to develop the knowledge and skill required by pupils to plan, lead, execute, and evaluate activities. Such training should provide social group skills, knowledge of democratic group process, and training in skills of leadership among pupil groups.
3. Assign faculty or student subordinates to positions of coordination only after they have met the standards of skills and experience. These would include faculty advisors and homeroom teachers.
4. See that individual activity advisors and student leaders have a voice in forming general policies in planning, in organizing, and in supervising.
5. Provide assistance to staff members in arranging attendance at special events. Schedule meetings of guidance and related organizations, keep the financial records, and make reports of such organizations.
6. Coordinate local school activities with state and national activities and affiliations.
7. Provide records of out-of-classroom activities and examine them periodically to discover group problems and program content that might be useful for

ing) that counseling will come to be regarded and respected as a distinct profession. One of the characteristics of a profession is that it establishes for itself a system of moral principles, some of which may be expressed in the form of law. There are established ethical and legal codes for physicians, lawyers, psychologists, teachers, and other groups dealing with the high levels of skills and arts needed in controlling human welfare and behavior. The guidance specialist, fortunately, can profit from the experience of two professional groups of which he may be a member: The American Personnel and Guidance Association and the American Psychological Association. These two associations are always concerned with the development of an ethical code for their respective members.

The administrator should familiarize himself with and adhere to the codes of the NEA and the APA. He must be sufficiently informed, for example, about legal regulations dealing with certification, with child labor, school attendance, private counseling, and other psychological practices. Because it is impossible to gather specifically an all-inclusive list of items relating to ethics and statutes of guidance, we shall call attention to only a few of the duties of an administrator relating to these topics. The administrator should:

1. Provide an opportunity for counselors and other guidance specialists to discuss fully legislative issues pertaining to guidance.
2. Encourage professional membership in those organizations which will enable members to judge certain prepared policies and laws.
3. Encourage enrollment in local and state organizations of guidance specialists in order that ethical and legislative problems may be given professional consideration.
4. Make every effort to protect the public from incompetent or unwise application of guidance knowledge and techniques. The administrator should discourage all evils that will, if allowed to continue, destroy the reputation and the effective service of guidance specialists.
5. Accept some responsibility for establishing meaningful standards of professional competence and for formulating these standards into ethical or legal codes. He must encourage the enforcement of these codes to protect the public and to maintain standards among professional group members.

The ethical standards of psychologists formulated by the APA in 1953 (1) provide an excellent standard for the guidance administrator and his counselors. Some of the principles which have a direct bearing on the counselor are listed below.

coöperation does not necessarily result. Coöperative coördination is obtained by thinking through implementation at the time a policy is formulated. Policy making is a result of group decision making and is accompanied by an explanation of the method of implementing whatever action is decided upon. The role of each group member is so clearly described by the group that all members of the group will understand the role of each member; hence no misunderstanding of the role of each individual will arise when it becomes necessary to assign additional responsibilities. The coördinator provides an opportunity through frequent group discussion for each member to communicate his ideas to the group.

In-service training requires coördination. As status leader the administrator has the authority to form and execute policies, but he uses this authority in such a manner that the creative potential of the entire guidance staff may be released. The staff will feel that they have shared in decisions in proportion as the administrator shares authority. "For effective group operation the official leader must take the steps that: make clear his willingness to share authority, keep the lines of communication open so that all who wish may participate in the formulating of policies which he has the authority to make; but he must also assume the responsibility for exercising the authority which forces individual members to live up to group agreements. In any case, he will continue to believe in people and work for shared responsibility" (30).

Other Administrative Duties

The previously discussed responsibilities of the school administrator illustrate the importance of his leadership in the development of an effective guidance program. In addition to responsibilities already mentioned, the administrator has the responsibility of arranging counseling time for both students and counselor and to establish and maintain a cumulative record system. To avoid repetition, the reader is referred to Chapters 8 and 10 for a discussion of these functions and the necessity of administrative leadership.

ADMINISTRATOR'S LEGAL AND ETHICAL RESPONSIBILITIES IN GUIDANCE

It has long been the hope of many people who are devoting their lives to the special field of guidance (or more specifically, of counsel-

Brochure or other descriptive literature may be sent to schools, professional persons, or associations, business firms, and industrial organizations but to prospective individual clients only in response to inquiries . . . avoid direct solicitation of clients, as exemplified by invitations to arrange appointments, interviews, or consultations without cost or obligation, by offers of free brochures or other literature, by assurance of moderate or nominal fees, or by similar "come hither" inducements.

The recognized code of ethics of the guidance counselor is drawn in reference to the child, the parents, the community, the profession, the school, and the counselor himself. The high standards of professional conduct are stated in the counselor's code. Currently, we have no published evidence that guidance counseling comes within the scope of activities to which professional immunity is granted (5). It is, then, all the more necessary that every counselor consider himself ethically bound by a professional philosophy of keeping the statement of a counselee confidential.

Ethics of Record Keeping and Utilization

High ethical standards are necessary in guarding data against any exposure to other than qualified personnel. Even an intelligence test score is dangerous when given to a person who does not understand it. Many a parent and teacher have received information about intelligence quotients when such information was highly detrimental to the child. Sociometric data, too, can do extreme damage in the hands of a careless teacher or administrator. Information about a pupil should be available only to qualified staff members whose consultation or counseling may be of benefit to the child. Counselors are expected to be well-informed, critical, and scientifically cautious in the use of test results.

The Legal Question of Certification

Psychologists have long been interested in three practical issues which have significance for the guidance specialists—licensure, certification, or no legislation. Any type of license requires rather a precise definition of what a psychologist, or in the case of guidance, a counselor, does. Lack of legal certification prohibits one from engaging in certain areas of activity. Certification is less restrictive than licensing in that certification procedures may state what requirements must be filled in order for a person to merit certification.

As a practitioner, the psychologist should strive at all times to maintain the highest standards of the services he offers, valuing competence and integrity more than expediency or temporary success. He should recognize the boundaries of his competence and offer services only in areas in which his training and experience meet professional standards established by recognized specialists. Because the psychologist in his work may touch intimately the lives of others, he bears a heavy social responsibility, of which he should be ever cognizant. . . . The psychologist's ultimate allegiance is to society, and his professional behavior should demonstrate an awareness of his social responsibilities. The welfare of the profession and that of the individual psychologist are clearly subordinate to the welfare of the public (1:2).

If counseling is looked upon as a part of administration and thus allied to disciplinary functions, it is difficult to make a decision as to what is ethical in counselor-client relationships. The counselor must always strive to provide pupils with the best possible services within his assignment and limitations. Counselors must always be aware of their own personal limitations and be willing to refer their client to other resources when these limitations are reached. "In clinical or consulting practice the psychologist must refer his client to an appropriate specialist when there is evidence of a difficulty with which the psychologist is not competent to deal. When referral is contemplated, the psychologist should discuss the matter with his client and obtain his concurrence before taking action" (1:7). Generally, ethical adherency prohibits the offering of psychological services by mail, the use of untrained personnel or of mechanical devices alone in the interpretation of test results, the ungraded dissemination of psychological testing materials, the use of group procedures when individual procedures are indicated, and similar practices which fail to provide adequate safeguards for the welfare of the client.

The point of view expressed by the New York Personnel and Guidance Association in 1953 in regard to publicity is interesting and is similar to the APA code (11).

The agency, organization, or individual should limit its publicity to dignified and accurate announcements and descriptions of its services, adhering to professional, rather than to commercial standards. . . . Announcements may take the form of cards, brochures, telephone directory listing, or newspaper or periodical advertisements, provided they are modest and restrained in tone, content, and presentation. Display advertising, direct mail advertising, and radio or television announcements do not constitute acceptable practice.

ment, to pay a salary commensurate with his qualifications, and provide every opportunity to encourage the counselor in upholding his ethical principles and further developing himself through additional study, experiences, and professional affiliations.

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In favor of *legal certification* these points have been presented: (a) Licensing will actually protect the public little more than will certification, because if a bill to license psychologists is passed by a state legislature, quacks may still call themselves "personal counselors," "marriage counselors," etc., and thereby evade its provisions. (b) Certification will admittedly not abolish quackery, but it will present to the public a group of well-qualified practitioners whom the public may then feel safe to consult. . . . In favor of not attempting to get any law enacted, these points have been alleged. . . . (a) If we really want to protect the public, we should concentrate on policing our own ranks and adopting and enforcing high standards of training and practice, rather than on obtaining legislation. (b) To control quackery in the field of human relations is not a problem of psychology alone, but for all professions engaged in human relations (8).

Although standards and evaluation procedures vary, certification of counselors has now been established in a large majority of states. Certification focuses attention on minimum requirement rather than on functions. Not only is it the responsibility of the administrator to encourage the employment of certified people as guidance specialists, but also it is his responsibility to assist in defining the counselor's profession as it is related to other professions or to the professions of other staff members within a school.

SUMMARY

The leadership and the active support of the school administrator is essential to the success of the guidance services. The administrator must recognize the need of a comprehensive guidance program and be imbued with the guidance philosophy. When the administrator possesses such characteristics, he will initiate an in-service training program for staff members, provide suitable facilities for counseling, give released time to students and counselors for interviews, provide an adequate budget, and coördinate and relate the group activities to the rest of the guidance program.

Counseling is rapidly becoming a recognized profession requiring certain skills, training, and experiences beyond those qualifications required of the classroom teacher. One of the characteristics of a profession is the establishment of some legal and ethical responsibilities of its members. Some of the ethical principles of the counselor and the certification requirements which he might use to guide his conduct and training have been discussed. It is the responsibility of the school administrator to select a counselor who meets the certification require-

Initiating the Guidance Services

THE perennial question asked by school personnel desiring to begin a guidance program is "How do we start?" or "What shall we do first?" There is no one specific blueprint which assures every school success; nor is there an ideal method for initiating guidance services. The purpose of the present chapter is to discuss certain bases that must be established before an effective guidance program can be initiated and to suggest techniques, that in many instances, have proved successful in initiating guidance services. It should not be assumed that all techniques or procedures mentioned here will work in all programs. Each school must discover and use those methods suitable to its particular locality, needs, and personnel.

Basically, there are two methods by which a group of guidance services may be initiated. By one method, the guidance program is initiated by the administrator, who selects an individual to perform and direct preconceived and predetermined guidance activities. Frequently these activities are performed under the direction of the selected leader without the coöperation of or consultation with the teachers. The guidance program initiated by this method is developed by external pressures through superimposing the guidance services on the existing educational program.

By a second method, the guidance program is initiated as a result of the realization of an obvious need for guidance services. Prior to a formal organization of guidance services, teachers will participate

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assumption that every human being is of fundamental worth and that everyone should have the privilege of developing himself to the maximum of his interests, needs, and abilities. Secondly, in the developmental process, the individual should have the privilege and responsibility of making and carrying out his own decisions and of pursuing such action as he feels will contribute to his personal adjustment. When the faculty accepts these assumptions, their application will be observable in certain practices in the school program. For example, Wrenn (26) notes that, when a faculty applies the guidance point of view, certain results are observable:

(1) individual differences in the student body are anticipated, i.e., the uniqueness of each personality does not cause surprise but is expected and planned for; (2) the individual is conceived of and treated as a functioning whole and his development in all areas of living is treated as a unit; (3) teaching, counseling, student activities, and other organized educational efforts of the institution start realistically from where the individual student is, not from the point of development at which the institution would like to find the hypothetical average student. The individual's current drives, interests, and needs are accepted as a significant point of origin in developing the program of the institution.

Who Is Responsible for Creating a Proper Philosophy of Guidance?

While the most effective guidance program results when all the school personnel are involved, someone must provide the leadership and integration necessary to develop a program. The responsibility for the success of a guidance program falls squarely upon the administrator. The attitude of the superintendent or principal toward guidance determines whether the guidance program receives only lip service or is a program basic to the whole school organization (21). When the administrator accepts his responsibility, plans can be made to initiate guidance services; without his support and active participation, either failure or a meager program will result. The administrator may perform very few of the activities or have very little responsibility for directing the services, once the program is organized. However, without his leadership, there can be no initiation of activities, no distribution of responsibilities, no allocation of time, space, finances, and facilities for guidance; nor can a program of in-service training be instituted to help the staff in development of the skills necessary for performing the various guidance functions. If the administrator sig-

in conducting orientatioo periods, working with underachievers, interviewing drop-outs, sponsoring group activities, assisting with the testing program, and assisting with other guidance activities. As a result of participation in these activities, teachers will come to feel the need for guidance services to be organized in order that the above functions may be performed in a systematic and efficient fashion. Io other words, a specific organization of services is likely to develop only when the faculty feels a very real need for such services and when it has had some practical experience in conducting guidance activities. The latter method, preferable to the first method described, will result in establishment of a guidance program that will utilize all of the school personoel and will have a firm and permanent foundation.

STIMULATING AN ATTITUDE FOR GUIDANCE

Why Be Concerned About the Guidance Viewpoint?

The guidance philosophy not only pertains to the counseling of students but also has a profound influence on the total educational structure and process. If the purpose of instruction is to fulfill the needs and satisfy the interests of the student, then teaching methods must differ widely from those based on the premise that the teacher's only function is to impart facts. A faculty curriculum committee with a guidance viewpoint will organize a curriculum around the needs and abilities of the students and the needs and opportunities of the community. Unless a curriculum is organized in this manner, many students will be forced to try to fit into a curriculum which may not meet their needs or utilize their abilities. When an administration adopts a guidance philosophy, administrative policies will originate in a democratic situation in which mutual understanding and trust exist among the faculty. Disciplinary procedures will be viewed as growth experiences rather than as punishing or corrective ones. When the entire school personnel accepts and practices this philosophy, there will be a concerted effort to meet the needs of the student. The total development of the student will be stressed; social, emotional, physical, and spiritual growth will receive emphasis proportionate to the emphasis placed upon intellectual development. The guidance viewpoint is all important; it influences the entire program of the school.

The guidance viewpoint is based on several philosophical assumptions. One of the basic premises of the guidance viewpoint is the

assumption that every human being is of fundamental worth and that everyone should have the privilege of developing himself to the maximum of his interests, needs, and abilities. Secondly, in the developmental process, the individual should have the privilege and responsibility of making and carrying out his own decisions and of pursuing such action as he feels will contribute to his personal adjustment. When the faculty accepts these assumptions, their application will be observable in certain practices in the school program. For example, Wrenn (26) notes that, when a faculty applies the guidance point of view, certain results are observable:

(1) individual differences in the student body are anticipated, i.e., the uniqueness of each personality does not cause surprise but is expected and planned for; (2) the individual is conceived of and treated as a functioning whole and his development in all areas of living is treated as a unit; (3) teaching, counseling, student activities, and other organized educational efforts of the institution start realistically from where the individual student is, not from the point of development at which the institution would like to find the hypothetical average student. The individual's current drives, interests, and needs are accepted as a significant point of origin in developing the program of the institution.

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7. How can the extracurricular activities best be used to help meet the social needs of the student?

Questions such as those below might gain information about the emotional needs of the student.

1. Are there any signs of juvenile delinquency in our schools?
2. To whom do students go for help in solving their problems?
3. Has a survey been made to determine what problems students have encountered in school?
4. What is the frequency of the school drop-outs?
5. Why do our students drop out?
6. What services are available for students who leave school before completion of the school work?

The following questions are suggested for use in determining the physical needs of the students:

1. Does our school require physical examinations of the students?
2. What is the frequency of physical handicaps among our students?
3. What does the classroom teacher do, if anything, to adjust her teaching methods to students with physical handicaps?
4. Do our students have adequate diets?
5. What recreational and leisure activities are available to students?
6. What percent of absences are due to illness?

Use of the questions listed will help determine the needs of students. Surveys conducted by a group of faculty members will secure valuable information and, at the same time, condition the faculty members emotionally to the end that they will become alert to the needs of all students.

Many times the needs of students can be focused through a study of the needs of problem children. While guidance should emphasize the prevention of conditions which cause problem children, a study of children with problems will frequently bring out the need for a well-organized program of guidance services. One elementary school, by making a study of the characteristics of a group of specific problem children through teacher conferences, discovered certain school needs and pursued the following action (*1*):

1. Since grade placement needed to be more flexible, coöperative effort was sought between parent-teacher and bureau-of-child guidance.
2. One small class was organized in each grade from the third up for pupils who might benefit from a remedial program.

3. An orchestra, a glee club, and a school magazine were included as part of the school program to provide opportunities for the utilization of talent and the expression of interests.

4. Emphasis was placed on the using of all available guidance agencies.

5. Group guidance periods were scheduled to aid students in the selection of high-school courses and in self understanding.

6. A long-range program was devised to adjust discipline methods to a guidance point of view. Guidance personnel, films, discussions, and conferences were used.

7. A change was made in the method of reporting pupil progress. Conferences, workshops, and evaluation studies were used in establishing the new method.

8. Instructional materials, particularly readers, were brought up to date.

9. A parent workshop was held to institute a program of public relations with parents concerning guidance services.

Parent clubs and committees were used to help foster this program.

A second type of survey that might help to develop the guidance point of view is a survey of the faculty of the school. Such a survey should attempt to ascertain every faculty member's particular interest, training, and experience in the various guidance areas and the amount of time each teacher has available for performing guidance functions. Information gained from such a survey would make it possible to see that teachers were given an opportunity at first-hand experience in the area of their greatest interest while, at the same time, they would become increasingly aware of and develop an interest in guidance services. The information would also be very helpful in organizing a formal program.

A survey concerning the vocational plans of the students can contribute appreciably in developing the guidance point of view. Such a survey should make a study of the plans, ambitions, vocational aptitudes, and interests of the students. The information obtained can be related later to training programs available and to vocational opportunities of the community and nation. When information is available concerning the plans of students, the teacher can relate such information to his instruction and utilize it to appraise the curriculum and to relate the curriculum to the needs of the community. For example, one of the authors was told of a school in which, even though over 50 percent of the students plan to enter various agricultural occupations, there is no course offered in agriculture. Frequently, secondary schools are organized primarily for the purpose of preparing students

for college work, despite the fact that less than the majority of the students plan to attend college. Since it is eminently desirable to relate the school program to the needs of the community, it would be wise to ascertain the vocational plans of students.

A fourth survey should explore the community services available for guidance purposes. Answers to the following questions (27) would yield valuable information:

1. In the community what guidance, health, and social services are available to students who need specialized help?
2. What opportunities are there for student participation in community, civic, and recreational activities?
3. What are the job trends and opportunities in the community?
4. What working relationships with employers and public employment agencies have been developed?

Another survey should be made to determine the extent and quality of the guidance services already available in the school. It would likely prove helpful to study the basic guidance services in the school and examine the guidance activities under each. An attempt should be made to determine the adequacy of such activities as the cumulative records, orientation program, available educational and occupational information, extracurricular activities, testing program, counseling service, placement and follow-up, and homeroom program. Examining these activities for adequacy should result in securing answers to questions such as the following:

1. What services are available in this area?
2. How adequate are the available services?
3. Who is performing the guidance activities at the present time?
4. Do students feel that these activities are adequate?
5. What factors are handicapping the fullest possible development of this guidance service?
6. How can these services be improved?

It seems quite likely that, while the staff members are studying their own guidance program, they might find it worthwhile to examine the guidance programs in other schools. Through such a procedure and through an investigation of guidance literature, they would be capable of making an adequate appraisal of the guidance activities in their own school.

An excellent illustration of developing guidance services after cur-

rent services have been evaluated has been made available through a report of the Monte Vista school in Phoenix, Arizona (*13*). Staff members were encouraged to follow up a survey of current services by making recommendations. The classroom teachers' organization volunteered to conduct the survey and make recommendations. The organization decided to study the record system as their first problem. A committee was appointed to secure answers to the following questions:

1. What is the cumulative record?
2. What information should the cumulative record include?
3. What are the inadequacies in the present record system?
4. What means might be used to improve the current record system?

The committee studied cumulative records other than those of their own school and then made suggestions for improving their own record forms. Upon completion, each tentative record form was presented to the principal. If the principal approved the record form, the record was printed and put into use for the next school year. It was noted that this committee periodically reported to the classroom teachers' organization on their progress, thus involving the entire school faculty in the project. After completing the study of cumulative records, the committee studied the testing program. Evaluation of several of the present guidance services was followed by a complete appraisal of all of the guidance services.

Information might be gathered to ascertain the extent to which the school is helping in the placement of its graduates and to see if pertinent information is gathered on each student who leaves the school. Such a study may greatly clarify the extent of the responsibility of the school to its students.

Helping Teachers to a Better Understanding of the Needs of Students

Information gained by surveys and research concerning student needs can be very beneficial to teachers. Although the teacher's training has oriented the teacher in meeting the needs of students, the teacher needs to be made aware of some specific ways by which this orientation can be continued by in-service education. A continuation of the orientation to student needs will keep the teacher aware of the principle of individual differences and will foster the guidance point of view.

Corre (*6*) has listed a number of methods used by many school

systems to help teachers obtain a better understanding of the needs of their individual pupils and methods for meeting these needs adequately. The following are some of the techniques which she lists:

1. The case conference provides a valuable learning experience. In this situation teachers and guidance workers can exchange information and ideas about pupils. Desire to learn more about students and evaluation of present efforts in meeting student needs can evolve from such conferences.
2. Many teachers have learned much about the needs of their pupils through child-study programs, special workshops, institutes, conferences, and summer courses. Through a continuation of various mediums of study, a better understanding of student development will ensue.
3. Faculty committees have studied the needs of pupils and made important recommendations for meeting these needs. The results of such a study should be discussed in an open faculty meeting where the implications can be explored fully and evaluated.

In addition to those techniques mentioned by Corre it seems that the following methods would be useful in helping teachers obtain a better understanding of the needs of their individual pupils:

4. If guidance literature were made available to teachers, a better understanding of the objectives and functions of guidance services would result.
5. Interschool visits by teachers and guidance workers and exchanging of the ideas that occur during visitations is a useful technique for assisting teachers to get a better understanding of the needs of pupils.
6. When a greater number of the senses are utilized in the learning process acquisition and retention are increased. Hence the use of audio-visual aids will enhance the understanding of the student's needs. Films, interview recordings, and role-playing posters are all audio-visual aids that can assist teachers to obtain a better understanding of the needs of students.

The classroom teacher is a key person in the guidance program because of her direct contact with the pupils. Therefore, every concern should be directed toward assisting her in obtaining a better understanding of students to the end that she will develop the guidance point of view. It is well to keep in mind that the most important relationship in the school is the student-teacher relationship and that everything possible should be done to make that relationship highly beneficial.

Use of the Curriculum

The curriculum is an advantageous avenue through which to promulgate the guidance point of view. An appraisal of the ways in which

the present curriculum is utilizing guidance services and a careful study to determine additional ways in which it can be used will do much to develop the guidance philosophy. The following list includes some specific curriculum techniques that might be used to develop or initiate guidance services:

1. A survey should be made to determine the types of guidance activities that can be performed in the classroom and to clarify the role of the classroom teacher in guidance work.

2. There should be a class in which the students are given an opportunity to evaluate carefully vocational choices after making an analysis of occupational requirements and opportunities.

3. Through participation in student government, students would have an opportunity to fulfill their social needs and develop leadership skills. By participation in the development of these organizations, the faculty will become aware of the needs of students.

4. The establishment of a homeroom program is an excellent method for developing a guidance point of view, since such a program will involve nearly all of the faculty. Through the development of group activities that are related to the students' needs, a guidance philosophy will permeate the entire school.

5. The establishment of an extracurricular program is another excellent method for developing a guidance point of view. Often athletics, clubs, and social activities do more for student and faculty morale than any other one single activity. Allied activities should be related to the needs of the student and coördinated with classroom activities as well as with individual counseling to provide maximum benefit to the student.

6. Holding a career day to give students information concerning various occupations and occupational outlets is an excellent means of initiating guidance services.

7. A faculty committee might make a careful survey to ascertain methods for effectively coördinating all guidance activities. Group activities in the formal classroom, group activities in the extracurricular program, and individual counseling should receive consideration.

By using guidance activities already performed in the curriculum as a springboard, the faculty will become aware of the function of guidance activities in meeting student needs. The specific activities, of course, will vary from school to school, depending upon such factors as size, personnel, and finances of the various schools.

Utilizing Community Groups

Frequently a need for guidance is seen by community groups before it is recognized by school personnel. Often such a need is recognized

because of problem children or children with exceptional needs. Nevertheless, the school is one facet of the total community and for maximum educational benefits all facets of the community should be used. For example, parent-teacher groups and committees can combine with student and faculty groups to study the needs of the students and the school. Typical community projects, such as making surveys of the community concerning service facilities, recreational outlets, vocational opportunities, and related topics, will provide incentives for all concerned and will foster a guidance point of view.

The method of using community groups is a two-way process in which the community may suggest to the school and in turn the school may interpret to the community. The problem of interpreting the school, its program, and its needs to the community has received considerable attention in the last two decades. The effectiveness of the guidance program and the successful initiation of basic services will depend largely upon the skill of the educator to interpret effectively to the community the necessity of guidance services. The techniques used by one administrator to interpret the school program to the community are as follows (21):

1. The weekly issue of the local newspaper presented some phase of the school activities to the parents.
2. The American Association of University Women worked with the school on some of its yearly projects.
3. A panel discussion was held before the League of Women Voters in which the school program was interpreted.
4. Staff members were encouraged to speak at meetings of room mothers, church, and other similar groups.

Establishment of Guidance Policies and Objectives

Frequently an over-enthusiastic individual errs in attempting to set up certain guidance objectives and policies before providing the staff with actual experience in guidance activities. This superimposed program often results in a cleavage between personnel and instructional staff. It would be more desirable to use faculty committees to make studies and to explore the availability of present services than to attempt to initiate immediately any concrete organization.[1] After these preliminary steps and with the experiences that the faculty members

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[1] A more detailed discussion of specific committee organization was presented in Chapter 5.

have had, it is desirable that a guidance committee be appointed. The guidance committee should then be charged with formulating specific objectives and policies. A report of the committee action would and should be presented to the entire faculty for their approval. In one school system a committee suggested the following statements which were approved by the entire faculty (14). It should be kept in mind that this procedure preceded a formal organization of a permanent guidance program.

OUR PHILOSOPHY OF A GUIDANCE PROGRAM

The guidance program should be considered an organized service designed to give systematic aid to pupils (of all ages and levels) in making adjustments to educational, vocational, health, moral, social, civic, personal, and emotional problems. The guidance program consists of all the organized extra-instructional services within the total educational program which assist individuals in making wise choices, solving their problems, and improving their planning.

A guidance program recognizes that each pupil is an individual, not just a class member. It accepts each pupil as an independent personality. A guidance program necessitates arranging the school environment in the interests of the individual student. It makes necessary a systematic study of individuals who deviate from the average. A guidance program helps the individual student to understand himself and to modify his ways of adjusting. It helps each pupil learn to make the best use of his physical equipment. It helps each pupil make a realistic choice of a career. The ultimate goal of all education is self guidance.

The need for guidance services as a part of the total program of education is apparent in view of the following basic assumptions:

a. In a democracy each person is of value.

b. Individuals can think for themselves at all ages.

c. Self determination is the right of every individual.

d. Adjustment is a continuous process.

NEEDS FOR GUIDANCE SERVICES

Today it is difficult for youth to choose a vocation, prepare for it, and succeed in it because of the complex economic and social aspects of our society. Many responsibilities formerly assumed by church, home, and industry have been shifted to the schools. The demands society makes of youth are continually changing. The occupations are more and more specialized, and economic conditions are more and more challenging. All the children of all of the people are going to school. The curriculum is being expanded and varied. Schools whose sole curriculum was limited to college

preparatory courses, even though few graduates ever went to college, are attempting to enrich their offerings with a more functional type of education.

The prospect for an indefinite period of severe military and production strain is ahead of us. Developments may require schools to view themselves not only as the means of handing down the culture of the race, and supplying an education adapted to the individual's needs, but also as a part of the planned manpower resources for industrial and military needs. The schools may be asked to accomplish this in a shorter period of time. This fact points to one of the first new tasks of the school: making an inventory as complete and meaningful as it can of every pupil enrolled in it and making every pupil aware of his own characteristics. The schools may be given the task of recommending those who can profit by college training and those who cannot; those who are to be atomic physicists, doctors, mechanics, nurses, teachers and those who are to be immediately added to the labor and military forces . . . .

The American school is changing to meet these varied challenges. We realize that educational objectives must be based on the discovered needs of individuals and are not the same for all. Objectives cannot be predetermined and superimposed by the school on whole groups of individuals. The school must help students understand themselves, work out their problems, and achieve reasonable adjustment. Activities devoted to these ends constitute a modern program of guidance.

In order to achieve an educational program built upon these basic assumptions, it is necessary for a school system to have (1) an adequate program of guidance services and (2) well-trained personnel.

The above illustration was not presented as a blueprint that every school can adopt, but rather as an example of the results of a constructive effort by the entire faculty in one school system. The selection of a guidance committee results because of previous staff experiences with guidance activities and after the establishment of a philosophy and certain policies. It might perform the following functions *(5):*

1. Initiate an in-service training program of the entire faculty in such guidance techniques as interviewing, understanding the emotional needs of youngsters, proper use of tests, and other similar techniques.
2. Assemble resource materials and information for use by faculty advisers, such as occupational information, cumulative record forms, testing instruments.
3. Seek out supplementary resource facilities outside the school that may be used for helping individual students, such as welfare agencies, psychological clinics, special facilities for the handicapped.
4. Assist teachers with individual problem cases.

5. Integrate the guidance program with curriculum planning, extraclass activities, and other school activities.
6. Assist homeroom and activity teachers in developing a group-guidance program.
7. Assist the principal on practices and facilities needed to implement the program effectively.

Concluding Remarks

Many factors may interfere with the development of a program of guidance services. Chisholm *(4)* found several major factors which prevent the development of a guidance program. Among the more important factors were the following: (1) teachers generally were inadequately prepared to provide the type of guidance needed, (2) teachers and principals were too busy with regular duties to carry on a program of guidance, (3) changing personnel interrupted guidance functions, and (4) leadership was inadequate for planning, carrying on, and evaluating a guidance program. These handicaps emphasize the importance of effective leadership and the provision of practical experiences prior to the establishing of a concrete program. Without proper leadership, the program cannot be initiated. If teachers and staff gain an understanding of the guidance program through study and experiences, they will learn the need for such services and be willing to coöperate in an effort to learn techniques necessary to perform the services. An understanding of what constitutes a program of guidance activities follows or complements the developing of a guidance point of view. The purpose of the following chapters is to discuss the nature and functions of the various guidance services.

SUMMARY

There are two general ways by which a group of guidance services can be initiated. In the first method the guidance program is initiated by the administrator who selects an individual to perform and direct preconceived and predetermined guidance activities. The guidance program by this method is developed by external pressures by superimposing guidance services on the existing educational program. In the second method, which the writers support, the formal guidance organization comes about as the result of a realization of an obvious need for guidance services. Prior to the formal organization, teachers will participate in guidance activities, such as orientation, interviewing drop-outs, assisting with the testing program. As a result of these

experiences teachers will feel the need for organized services which will make it possible for the guidance services to be conducted in a systematic and efficient manner.

The development of an efficient guidance program is dependent upon the development of a guidance philosophy on the part of all the staff. The administrator plays a very important role in stimulating an attitude favorable to guidance. Several methods can be used by the administrator in arousing the faculty to a realization of the need for guidance services, namely, making surveys of student needs, surveys of faculty interests in guidance areas, surveys of vocational plans of students, surveys of community services, and surveys of guidance activities being performed in the school; assisting teachers to get a better understanding of student needs; appraising the curriculum to determine ways in which it can be used to develop the guidance philosophy; and using community groups to study needs of students.

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Coördination, Assignment, and Selection of Guidance Personnel

NEED FOR COÖRDINATION

ORGANIZATION has but one general purpose: to serve the needs of boys and girls in a learning situation. Without coördination in an organization, there will be much waste of human resources and the results will be duplication of effort, anxiety over human relationships, and personal concern over such human values as feelings of security, belongingness, recognition, and self-esteem. Unless the organization reflects the educational philosophy and point of view that human values be respected, there will be little evidence of creative ability, initiative, and desirable rapport of the staff. Coördination can reduce to a minimum the tensions and frustratioos that always develop through lack of communication, poor working conditions, and failure to recognize competency. Lack of coördination results in an inevitable infringement upon individual rights, privileges, and status. The functions of coördination described in subsequent paragraphs are comparable in some respects to the functions of organization. Organization, however, is the arrangement of parts in a certain relationship to each other, while coördination is the process which results in those parts functioniog harmoniously.

FUNCTIONS OF COÖRDINATION

That the organizational parts may be placed in certain relationships to each other, careful placement of personnel is necessary. To this

initial placement, however, must be added immediately the element of coördination to insure harmonious functioning of the parts. Coördination, like any other ideal, can be only partially achieved; its full attainment will always remain just beyond reach.

Efficient assignment and coördination depends upon following certain principles:

1. Human values must be preserved.
2. The channels of communication must be open.
3. Coördination must consider basic interests and staff composition.
4. Coördination must be guided and supported by a democratic philosophy.
5. Coördination is facilitated to the degree that the guidance point of view permeates the teaching and specialized services.
6. From the beginning, coördination facilitates plans for evaluation and appraisal of staff efficiency.

1. **Human values must be preserved:** Efficient coördination should result in a minimum of tensions and frustrations, thus satisfying such basic human needs as a feeling of security and belongingness, recognition of achievement, and an opportunity to exercise creative ability because of a feeling of independence of thought. Under such conditions the processes of participation in policy making and planning shall be provided to the end that those who are affected by the policies shall have participated in their development. Basic human needs run deeper than just providing recognition through title or position and carrying out routine daily tasks. Organization should make it possible the to provide praise and recognition for efficient work, along with the continuous stimulation of new experience. Each member of the organization should feel that he is making a contribution and is a part of the team that is helping students to fulfill their needs.

2. **The channels of communication must be kept open:** Since organization is essentially an arrangement of human relationships—a method of improving human relationships through the delegation of authority and the fixing of responsibility, there must be channels of communication to permit free exchange of ideas and plans. An efficient guidance organization can develop only when communication is possible between counselor and pupil, counselor and teacher, counselor and administrator, and counselor and parents. A counselor placed in the position of a disciplinarian can never expect the student to communicate completely such personal feelings as hostility, guilt, or ambitions. Whenever misunderstandings develop among personnel, a discussion of the relation-

ship and functions of the persons affected usually leads to improved appreciation and performance.

3. Coördination must consider basic interests and staff composition: This principle is basic to organization as well as to efficient coördination. The guidance program demands a large variety of functions; hence talent and skills extending into all of the professions need to be found. The variety of interests and abilities within the staff, whether the staff be large or small, creates a coördination problem which must be considered in the development of an efficient organization. It is necessary that the guidance staff function as a team to establish interest in and concern for a common goal and to coördinate the various efforts toward reaching it. The real basis of organization is found in a knowledge of the problems, interests, and needs of the pupils; therefore, the guidance organizational pattern should apply the competencies and interests of the staff members to this basis.

4. Coördination must be guided and supported by a democratic philosophy: Harmonious relationship of the "parts of an organization" results in a democratic philosophy which permits staff participation in policy making, in policy planning, and in general sharing of responsibility. Coördination should promote efficiency with the least amount of expenditure of energy, but what happens in the process is equally as important as getting the task accomplished. Long-range accomplishments may be endangered if, in the process of immediate accomplishment, there is not a measure of growth and development that leaves the staff better equipped to attack new problems. Policy formulation is a responsibility of the entire group. Democratic participation is never present under an administrator who lacks confidence in the group's ability to determine what is best for it as well as for the children whose welfare is charged to the group.

Authoritarian regimes may look well on paper in the form of charts and descriptive devices; but unless the human-relations aspect in the form of democratic participation in policy making is considered, lack of understanding and appreciation will frequently lead to poor morale and eventual disintegration.

5. Coördination is facilitated to the degree that the guidance point of view permeates the teaching and specialized educational services: Basically, the strength and effectiveness of the school system is determined by the quality, attitude, and zeal of the staff. A function of coördination is to provide for growth and development of staff not

only in coöperative effort in problem solving but in developing a philosophy of a concept of education for the "whole child" and a respect for individual differences.

6. From the beginning, coördination facilitates plans for evaluation and appraisal of staff efficiency: By means of coördination *ground rules* for group work are established so that responsibilities and authority for decision making are clearly understood. Individual importance and ability to contribute is recognized. As many staff members as possible are involved in setting goals and formulating school-wide and system-wide policies. Goals and policies should never be considered unless they are integrated with plans for a system of evaluation and appraisal. Small work teams, use of committees, decentralization of responsibility —all require careful coördination.

ASSIGNMENT OF STAFF

Regardless of how small the school, no one person or office can perform the myriad details of a guidance program. Assignment is necessary to avoid the duplication of work. All members of the school staff have important responsibilities in the guidance program and careful attention should be given to the delineation and delegation of the various guidance functions to be performed by each worker. An efficient guidance organization demands that each member included in it be duly recognized, that his duties be clearly defined, and that his efforts be closely coördinated and integrated.

One of the most perplexing problems in the assignment of personnel is the simultaneous delegation of authority and the fixing of responsibility. The problem involves the task of job descriptions and the guarantee that the assignment of individuals be made in accordance with interest and qualification. In a consideration of assignment, the difficult question of administrative versus supervisory responsibility immediately presents itself. In the small school system, all administrative and supervisory functions may be performed by one person; while in larger systems, the organization may involve extensive division and specialization. To solve this problem many schools prefer to operate under the traditional line- and staff-form of organization. The nature of the line function is that general authority rests with the electorate which chooses the board of education. The board chooses a superintendent who, in turn, selects principals, teachers, and other employees. The line of authority is from the board to the superintendent, to the principal, to

the teacher, and finally to the child. The disadvantages of such a militaristic pattern are that communication is difficult, the machinery of administration easily predominates over instruction, and coördination becomes an arduous task. On the other hand, a line form of organization tends to fix responsibility definitely and to provide an efficient and reasonably speedy means of accomplishment. It is especially effective for routine tasks such as reporting attendance or collecting milk funds.

The nature of the staff function is supervisory and assistant. For example, in the line organization a teacher's concern is that reading be taught, while a teacher or specialist performing a staff function is concerned with how best it can be taught and with evaluating how much is learned. Theoretically, staff personnel have no authority. Line personnel have authority but only to the extent that is delegated by the individual next in *the line above.*

Line and staff organization encourages such titles as staff consultants, special-subject supervisors, counselors, department heads, and titles of numerous other administrative officers. In many schools, line and staff theory has throttled flexibility and adaptability because of the great emphasis on the efficiency of the mechanical operation of administrative structure. In the best of our modern schools, it is difficult to separate line and staff because relationships have become integrated in the interests of efficiency. Currently, there is real need to develop patterns of administration that will provide dynamic leadership necessary for the greatest growth of teachers and pupils. Certainly the pure line and staff organization must be modified or else discarded. Appreciation of the dignity and worth of every person in his particular position will be evident in the good school. Desirable relationships, rather than boundary lines of authority will become increasingly apparent (35).

Frequently positions are defined in terms of responsibility. Certain positions in the guidance program are by their very nature difficult to define in terms of responsibility. For example, how can a classroom teacher define her task in terms of guidance and differentiate it from actual instruction? Definitions of duties spring from the policy governing a particular area, e.g., guidance.

In a preceding paragraph, the writers have indicated their belief that policy making should be a democratic process, progressive in its nature, and constantly changing as the staff members acquire new

insights into the methods by which they may work together. Policy rarely remains static. Delegation of guidance functions to staff personnel develops only after a clear concept of functions to be performed by specific people has been formed and the guidance functionaries are clearly outlined.

It appears that the following factors are indispensable to the process of coördinating staff activities:

1. An adequate body of personnel policy.
2. Personnel services suited to the situation.
3. Processes of communication and participation adjusted to need.
4. Adequate reporting and research to keep the system abreast of its problem.
5. Evaluation and appraisal of staff efficiency.

The limits of autonomy of the various guidance personnel should be determined democratically. The necessary job analysis, description, and classification resulting from group participation encourages improvement in understanding and, subsequently, group morale. The final assignment should be as feasible as possible, permitting each person in the staff to be a leader in his own right and in his own field. Individuals should be considered as coequals in terms of their responsibilities, and their importance should be viewed in light of the whole process of assisting boys and girls in adjusting to life.

DEFINING THE FUNCTIONS OF THE STAFF

The Director of Guidance (or Coördinator)

Much has been said about the qualifications and functions of the director of the guidance program and little in addition should be added here. We may reëmphasize the idea, however, that, regardless of coöperative planning, policy formation, and evaluation, the process of following through and carrying out the plans and policies is necessary. This function lies in the school administrator through the director of guidance. The pattern of operation will permit the necessary dynamic leadership to encourage maximum growth of counselors, teachers, and pupils. Without the proper direction of a coördinator, even a large staff of high competence can not make the maximum contribution to a guidance program, nor to the entire school program.

The director must provide leadership for the development of the guidance program and must assume responsibility for continually im-

proving it. Often the responsibilities of a superintendent, an assistant superintendent, or a principal, are delegated to the director and this places him in the dual position of administrator and supervisor. Frequently this creates many problems in the division of his time between two functions. To eliminate the frequently over-shadowing function of administration, counselors are employed to serve in policy making and in planning as they relate to the guidance program and the selection of personnel.

In addition to his general responsibility for the guidance program as a part of the total educational program, the director performs the functions of managing, organizing, and improving guidance services, and coördinating school-community guidance resources. More specifically, in management he is responsible for arranging schedules and budgets and providing materials. In organizing he provides leadership in coöperative endeavors and coördinates staff activities by assisting people to discover various means of executing their responsibilities. His function in improving the guidance program is manifest in the generation of leadership in others, in serving as a consultant, in providing adequate communication, in planning for in-service training, and in providing for evaluation of accomplishment. By studying the community with the staff, participating in community affairs, fostering lay participation in the formulation of policies and program planning, and by adapting the guidance program to the community, he performs his function as school-community coördinator.

The Counselor and His Functions

In many schools the title of *counselor* carries with it responsibilities ranging from guidance coördination and direction to part-time teaching. As an administrator, the counselor bas the same duties as those described in the preceding paragraph. Primarily, his function as counselor is that of counseling pupils and providing leadership in the guidance program. The functions of leadership are inferred in the following criteria of effective coördination as listed by Hardee (26):

1. Philosophy basic to counseling is analyzed and discussed by those who counsel.
2. Specific functions and responsibilities of the counselor are defined and understood by other personnel.
3. Individuals who counsel are given opportunity to participate in policy formation.

4. An accounting is made of the resources of counseling and the findings are made known to all who counsel.
5. A means of communication of ideas among persons responsible for counseling is made known and this means is used.
6. There is mutual deliberation about problems of individual pupils by those who counsel.

The functions of the counselor are also implied in the desires of teachers. According to Noel (37) teachers would like counselors to do certain things:

1. Dedicate their skills just to those who are "problems." All children need and profit by wise guidance but, unless everything is running so smoothly that there are no serious problems, guidance directors should not spread themselves thin.
2. Talk to us (teachers) about the types of guidance they believe classroom teachers can render effectively, the kind that requires no special training but which ably assists in getting the jobs done. Guidance directors would reach more students more effectively if they established a corps of faculty assistants, those who really want to help, volunteers, not unwilling draftees.
3. Drop in once in a while at the end of the day and ask, "What can I do for you? Is there a child whose problem we could work on together?" That would be a happy reminder of their departments and their services.
4. Develop fine relationships with the visiting teachers, the juvenile authorities, and the concerned pupils.
5. Never take from the classrooms children for "adjustments" when, perhaps, if left alone a week or two, the children would have completed the alterations.
6. Have faith in their teachers. The guidance directors should know that they do not need to spare teachers adverse reports given the directors by the student with regard to teaching and teachers. Teachers can take adverse criticism.
7. Avail themselves of the material contained in the reports sent to principals and school secretaries.

The counseling activities listed by Rothney and Roens (43) are specifically directed to counseling functions:

1. Interpreting test results to students.
2. Assisting students in the choice of appropriate courses and curriculums.
3. Analyzing reasons for students' failures and suggesting remedial procedures.
4. Stimulating students to put forth maximum efforts.

5. Providing occupational information and stimulating students to seek further information.
6. Assisting students to find means for financing post-school education through work and scholarships.
7. Advising students concerning vocational placement and techniques of securing employment.
8. Analyzing, and assisting students to analyze, their adjustment problems and suggesting remedial procedures.
9. Assisting students to improve their personal appearance.
10. Arranging for the correction of physical defects.

In addition to performing many other activities, a counselor acts as a public-relations agent for his school. Frequently, he will visit homes, interpret data to parents, and counsel children who are not in school. The counselor plans with school personnel to effect an on-going program aimed at understanding children. Such a program may well include parents of preschool children as well as those of children in attendance. In working with clinics, he provides complete information regarding the child in the home and school.

Not least important of his functions is the work he does with other personnel in the study of individual children. He interprets special needs and uses illustrative studies to promote total staff understanding of special cases. By planning with teachers, administrators, and curriculum workers, he assists children to adjust to regular or special classrooms. In order to reach every teacher and child, the counselor functions not only on a corrective basis but also as the key person in promoting an overall mental health program.

It is the counselor's function to provide leadership in staff development and in the use of an adequate record system. He assists in coordinating, interpreting, and promoting understanding of children through the use of records. He works with other schools on problems of record, transfer, interpretation, and placement.

A counselor will work with groups of pupils as well as counsel them individually. He assists teachers to administer and interpret group tests and he participates in curriculum evaluation, programming, and promoting good group relations.

The counselor assists pupils in making choices of educational institutions for further training, and he provides occupational information as well as counsel concerning vocational placement and techniques of securing employment.

Included in the large scope of a counselor's functions is the encouragement and use of general research. Research is necessary for the evaluation of the guidance program so that improvements may be undertaken in both the curriculum and the guidance program. Such research should involve follow-up studies of both drop-outs and graduates to provide students with information helpful in solving their present problems or in planning for their future.

Currently there is general confusion as to what counseling is, and what a counselor should do. Certainly it is an error to suppose that the first step in organizing a guidance program is the employment of a counselor. Staff readiness for this step must always be developed and appraised first. The counselor who is frequently a part-time teacher must always be given adequate time for competent individual counseling. Certainly he should never become a mere clerk, attendance officer, health officer, disciplinarian, or supervisor of extracurricular activities.

The Guidance Functions of the Classroom Teacher

To a degree teachers are continuously performing guidance functions. Unless the teacher has received special training in guidance techniques and unless there is at least some semblance of an original guidance program, much of teacher guidance is entirely incidental and somewhat ineffective.

Ideally, there must be close relationship between the classroom teacher and the guidance program because of the possible reciprocal advantages. The teacher, for example, because of her daily contact with the pupil can provide data from daily observation made under a great variety of conditions. This data reported in the form of anecdotes, summaries of pupil or parent interviews, or products of pupil's work can make a valuable contribution to the guidance program.

The guidance program, in turn, can provide the teacher with valuable information and provide services for those problems of maladjustment which are beyond the diagnostic and therapeutic skill of the teacher. A central agency with a counselor or guidance director facilitates referral procedures as well as the discovery of new resources available to the school.

Under the direction of the classroom teacher, the classroom can be a center of significant group guidance. Group teacher-pupil planning of goals, group tests to evaluate progress or to diagnose difficulties,

group study of occupations, group discussion of student government, and a study of group processes including human relations can all be handled by guidance-minded teachers.

The specific functions of the classroom teacher include the following:

1. *To develop a better understanding of children:* The Commission on Teacher Education (*12*) has described a teacher who understands children, thus:

   a. We believe, in the first place, that a teacher who understands children thinks of behavior as being caused.

   b. A second characteristic of a teacher who understands children is the disposition to accept all children emotionally, and to reject no child as hopeless or unworthy.

   c. Our third point is that a teacher who understands children invariably recognizes that each child is unique.

   d. We believe, in the fourth place, that the various sciences concerned with human growth and behavior have demonstrated that young people, during the several phases of their development, face a series of common "developmental tasks." Understanding teachers know that these tasks: appear in sequence and time in relation to physical, social, and mental maturity; cause complications to arise because of different characteristics and background; and are mastered easier with assistance.

   e. A fifth characteristic of an understanding teacher is a knowledge of the more important scientific facts that describe and explain the forces that regulate human growth, development, motivation, learning, and behavior.

   f. Finally, we believe that the understanding teacher habitually uses scientific methods in making judgments about any particular boy or girl.

   To understand the child it will be necessary for the teacher to collect many data from cumulative records and in turn make contributions to these records. Data are necessary about scholastic ability, past achievement, aptitudes and disabilities, interests, personality adjustments, health, and family background (*22*).

2. *To provide an emotional atmosphere that will be conducive to good personality development:* The functions specifically described by Myers (*36*) are appropriate in amplifying this function:

   a. Create a good emotional classroom climate so that young people will feel free to express themselves and put forth their best efforts as individuals and in groups.

b. Realize the importance of their own personalities in determining the emotional tone of their classroom.

c. Recognize that all guidance does not have to be formal.

d. Understand the importance of knowing their pupils, their backgrounds, personalities, aspirations.

e. Realize that all behavior is caused, and that deviations from acceptable behavior are due to factors that stem from home, school, and community.

f. Avoid putting too great a premium on conforming behavior. Recognize that the shy student who "causes no trouble" may be experiencing serious emotional conflicts.

g. Learn to distinguish between "normal" misbehavior cases and those that are chronic.

h. Recognize that disorderly behavior on the part of students is not necessarily a reflection on their teaching.

i. Notify the parents of pupils who have achieved success or demonstrated good citizenship.

j. Use the curriculum content, materials, and relationships, to meet the needs of young people.

k. Emphasize the importance of good reading habits in all subjects.

l. Acquire a knowledge of the group process so that the interaction of students can be observed and steps taken to improve their group experiences.

m. Endeavor to become well acquainted with their local communities and afford pupils opportunities to learn about their community.

n. Realize the importance of growing professionally so that maximum service can be rendered to young people.

o. Never lose sight of the fact that it is important to lead well-rounded lives.

p. Take comfort in the thought that teachers can never tell where their influences stop.

q. Show more concern for the intangibles of education and for the development of spiritual values.

r. Transmit to young people an enduring faith in American democracy.

3. *Screening and referring problem cases which are beyond his scope of training and experience:* The teacher is in a strategic position to detect emerging maladjustments and, when symptoms of personality disturbance are noted, referral should be made to the proper place.

4. *Conducting his class in a democratic fashion and providing material for each pupil according to his interests, needs, and abilities:* The achievement of this function does much to prevent maladjustment

occurring because of frustration, lack of motivation, misunderstanding, and undesirable human relationships. Security, for example, is threatened if the pupil encounters isolation and rejection by his classmates, criticism by his teacher, and failure through imposition of tasks beyond his capacity.

5. *Providing occupational information:* In addition to points discussed in a preceding paragraph it is a responsibility of the teacher to coöperate with counselors; to stress the occupational value of subjects taught; to emphasize the traits of character and personality necessary to become a successful worker; to assist pupils in evaluating outcomes, other than salary; to assist the counselor in planning occupational trips; and to assist in preparing assembly programs dealing with vocational guidance.

6. *To provide individual counseling on a level appropriate to the teacher's training:* The teacher should realize his limitations in counseling techniques and not exceed his area of competency. As Frazier (20) points out: (a) Teachers must understand the nature of the counseling process, the relationship between counselor and student, and the relationship in which a counselor stands to the teacher, and how they are interwoven; (b) teachers must not only understand the counseling process but they must also work together closely at all times, and (c) the counselor must assist the teacher to make use of the opportunities of therapy that lie in the classroom.

The Guidance Function of the Librarian

The dissemination of occupational information as a function of the counselor, classroom teacher, class advisor, in fact, of the guidance program cannot be adequately performed without the coöperation of the librarian. To develop student awareness of guidance, many librarians have established guidance libraries, browsing tables, and special reading rooms devoted to stimulating information. Coöperation with administrators, counselors, and teachers in making the library useful to pupils and staff members is a primary function of the librarian.

The librarian should familiarize himself with the services of the guidance program, secure and file unbound occupational and educational information, acquaint the staff with new guidance materials reaching the library, and make the library a laboratory for pupils seeking guidance materials.

As a service to teachers the librarian should provide a bibliography of books and other materials of a bibliotherapeutic nature. Illustrative of such materials is *Reading Ladders for Human Relations*, published by the American Council on Education (2).

The Guidance Functions of Health Personnel

The health personnel are usually considered specialists in their field having such titles as physician, psychiatrist, dentist, and school nurse. Annual or periodic physical examinations of all children should be made under the direction of the physician. He is available as a consultant for all problems pertaining to the physical health of the child.

When emotional difficulties are of such depth that the school teacher or counselor are unable to cope with them a psychiatrist should be available to assist in the work. In large systems, a psychiatrist is a member of the guidance staff; in small systems a psychiatrist's help must be sought from the community.

Every school should maintain a relationship with a competent dentist who makes periodical dental examinations of all children. In the larger systems, dental treatment may be provided.

The functions of the school nurse have been efficiently described by Erickson and Happ (16):

1. To determine the physical fitness of each pupil for school work by one or more physical examinations.
2. To recommend changes in the pupil's program in the light of his physical condition.
3. To bring pupils who need medical and dental services to the attention of the school doctor or dentist.
4. To bring the physical defects of the pupils to the attention of parents and to follow up recommendations to determine whether remedial measures have been taken.
5. To provide excellent tryout experiences in the nursing profession for a large number of girls who are employed there.

Guidance Functions of the School Psychologist

A guidance program should provide for specialists, whose services should be so organized and administered that they not only contribute directly to the program but also constantly strengthen all other members of the staff in guidance techniques. The background and training of the psychologist is often oriented toward the "atypical" child;

while the counselor's orientation is toward the "normal" individual. Psychological assistance is needed to identify atypical behavior and provide assistance in corrective procedures for pupils having difficulty in reading, arithmetic, and speech. Functions of school psychologists include the following:

1. Administer or direct group and individual tests and assist in the interpretation of test results.
2. Diagnosis and treatment of inferior and superior children.
3. Analysis, treatment, or referral of problem cases.
4. Conduct research projects.
5. Counsel and otherwise assist disturbed or physically and mentally handicapped children.

Guidance Functions of Other Specialists

The variation of personnel within each school system and community makes it awkward to include a discussion of each of the numerous additional specialists who may function within a guidance program. The visiting teacher, the social worker, the speech correctionist, and the reading specialist, all have significant functions and share common goals of assistance. These specialists all have the principal functions of discovering limitations of pupils and assisting them in making adequate adjustments. They should coöperate with the counselor, assist teachers, and work with parents and the various community agencies to promote the general welfare of the student.

THE SELECTION OF GUIDANCE PERSONNEL

As a guide to the selection of personnel it is helpful to clarify the objectives of the guidance program and analyze as nearly as possible the specific functions of the staff. Capable and qualified personnel should be selected according to the required functions and be awarded compensation commensurate with duties and qualifications. A guidance program can be built by determining the duties, ascertaining needed competencies, and adopting criteria of formal training and practical experience.

Consideration of competencies of guidance workers may be approached in two ways; first, a consideration of competencies of the general guidance worker and second, the competencies of specific workers such as the counselor or school psychologist. Obviously, either approach would lead to a repetition of some of the functions discussed in

preceding paragraphs. The second approach would obviously lead to a repetition of competencies. It is well, then, to consider the overall qualifications of guidance workers and give consideration to the fact that there are definite levels of competency according to functions performed. We shall use the approach in this discussion of considering the competencies of a guidance worker, recognizing that no one person is likely to possess them all. The qualifications of the counselor will then be given in more detail.

A survey of the various functions indicates that the efficient guidance worker should possess competencies in the areas of counseling, student analysis, occupational information, and administrative relationships.

Competencies in Counseling

To be competent in counseling, a guidance worker must possess skill in human relationships, in identifying pupils who need assistance, in the interview, in using school in techniques for interpreting data, and community resources, in keeping abreast of research and professional developments.

Competencies in Student Analysis

A guidance worker should be proficient in the use of various techniques to gain information about the pupil, in recording and maintaining data, and in organizing data in terms of human growth and development including cultural environment.

Competencies in Occupational Information

A guidance worker should be competent in knowing where occupational information may be found. Occupational information is defined as accurate, current analysis and interpretation of data pertinent to the process of occupational selection, preparation, placement, and adjustment (45). The competent worker must be able to use the symbols of classification and to use the information at the local, state, or national level. He must keep informed of the socioeconomic and legal factors affecting occupational trends and requirements.

Competencies in Administrative Relationships

Competencies of human relationships are desirable for any guidance worker and these are closely related to administrative relationships. Required competencies include the following:

1. An understanding of and the ability to instill the philosophy and objectives of guidance in all staff members.
2. Skill in relating objectives of the guidance program to total educational objectives.
3. Skill in applying guidance resources to administrative and instructional problems.
4. Ability to identify and use data to develop or change the curriculum.
5. Ability to maintain good school-community relationships.

The Competencies of a School Counselor[1]

The personal characteristics of a successful counselor have been summarized by Jones (29) after he had analyzed the findings of five different studies. The following traits are those agreed upon by three out of the five studies: sincerity, personality, good character and wholesome philosophy, health, emotional stability, approachability, friendliness, ability to get along with people, sympathetic understanding of youth, intelligence, social culture, broad knowledge and interest, leadership, professional attitude, interest in guidance, and understanding of classroom workings and socioeconomic conditions.

In selecting a person possessing the above characteristics many indices should be used. Scholastic aptitude supported by the academic achievement of the individual is a principal factor. College courses and grades along with various psychometric tests can be very helpful in making choices of new personnel. Ratings by fellow workers and participation in groups and activities are useful indices.

It is not unreasonable to expect that the professional guidance worker will have had successful teaching experience of from one to three years. Furthermore, it is desirable that he have had work experience other than in education.

Counselor preparation and training requirements should be in the core fields of philosophy and principles of guidance and counseling: growth and development of the individual, techniques of studying the individual, techniques of collecting and using occupational and educational information, techniques of counseling, administrative and community relationships, and supervised experience in personnel service (33).

Although authorities in the guidance field recognize the value of establishing certification requirements for the professional worker,

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[1] Additional information concerning the qualifications and training of the counselor will be found in Chapter 10.

the goal of introducing such requirements in all states has not been achieved. Over two-thirds of the states, however, do describe requirements for counselors and over one-half of the states specify a certain number of credit hours in guidance for certification.

Procedure of Selection

The locating, selection, and employment of candidates is the responsibility of local administration. The usual procedures for locating candidates are listed below:

1. Use of teacher-placement bureaus.
2. Direct application by candidates.
3. Use of solicitation at conventions and similar gatherings.
4. Coöperation between school systems.
5. Public announcements of position to be filled.
6. Obtaining names through members of the staff.
7. Direct recruitment on college campuses.
8. Lists from county superintendent's office.

With an increasing frequency, committees of staff members assist the administrators in selecting guidance workers. The procedure results not only in better qualified personnel but also in professional growth of the participating staff.

THE IN-SERVICE TRAINING OF GUIDANCE PERSONNEL

The Importance of In-Service Training

Regardless of formal academic training and lengthy experience on the job, new developments in research or problems within the school make it necessary to organize a program of study for the development and growth of the staff. A well-balanced and continuous in-service training for upgrading all guidance personnel is an essential part of a guidance program. Essential to the success of the program is the development of a common feeling of need and desire for guidance services and the translation of this awareness into intelligent and effective action.

A program for improvement of personnel through in-service training should be within the following boundaries (*21*):

1. The program should start with the problems which the faculty considers important.

2. The program should begin at a point consistent with the faculty's present degree of guidance training.
3. The program should be planned in consultation with the faculty members who are to participate in it.
4. The program should attempt to reveal desirable practices and activities now being carried on in the school.
5. The program should attempt to discover and build on the interests of teachers.
6. The principal should arrange the in-service training program so that a reasonable part of it can be held during the school day.
7. The principal should show an interest in the program and participate in it to the fullest extent that his other duties will permit.
8. The program should permit theory and practice to be carried on at the same time.
9. The program should parallel, insofar as possible, the daily duties of the staff.
10. The program should provide for the continuous professional growth of teachers.
11. The program should include special training activities for the counselors.
12. The administration should assume the major responsibilities for organizing and carrying on the in-service program.

The usual methods of in-service training may be summarized as follows:

1. Formal courses—which may include extension classes on school time, evening classes, summer courses, workshops, seminars, or supervised practice.
2. Workshops—which may meet for one or two days, for a week, or several hours each week. Usually the purpose of a workshop is to develop specific competencies or to provide an opportunity for a group to work together on a specific project such as developing plans and materials for local use.
3. Conferences—these may include a short conference on a specific problem, a conference series planned to cover a specific guidance activity, or a conference on related areas such as curriculum planning.
4. Observation—through field trips and observing successful programs in action.
5. Demonstrations—usually involving a visit by a qualified counselor to the school, utilizing local records, information, materials, and local pupils.
6. Institutes, faculty meetings, and study groups—these provide opportunities to discuss different topics and use various resources for training joint teacher-parent-counselor study groups.
7. Supervisory contacts—every available opportunity for utilizing the services

of state guidance personnel and counselor-trainers in promoting and developing in-service education programs should be explored.

8. Supervised practice in guidance—this gives participants actual experience in guidance activities. Work experience in nonacademic situations will also provide valuable experience.

Obviously, space does not permit us to discuss each of these methods in detail; therefore we shall select but two or three as illustrations of what may be done.

Ideally, in-service training is conducted under the leadership of a committee on professional growth.[2] Plans for the program should meet the interests of all the personnel in individual schools on a city-wide basis, a school-building basis, or for the individual teacher. Duties of such a committee might well include recommendations for budget, scholarships, travel, and professional consultants. The committee may provide the necessary stimulation for the exchange of ideas or for the development of new projects. Plans for continuous evaluation of progress should be included in the initial structure. Committee membership should be representative of all elements in the faculty who will delegate the study of specific problems to work groups. Teachers learn best in an atmosphere of solving problems of direct interest to them.

The Workshop

Although the workshop has been very popular as an in-service training technique, its description is difficult because of the many types and varieties possible. Basically, the workshop is centered around a group-selected practical and functional problem. Those people interested in the problem have come together where there is easy access to resource material and resource people. The working conditions are informal and suitable, and plans for conducting the program are coöperatively made. At the workshop there should be an atmosphere conducive to friendly conversations and cordial relationships among members. A guidance specialist should be available, and a plan of evaluation adopted. Typical evaluative questions are: Were the interests and concerns of teachers and administrators used as a beginning point? Were the particular interests and potentialities of the partici-

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[2] An example of such a committee is reported in *Administrative Organization and Functions*, Wilmington Public Schools, Wilmington, Delaware, February, 1952, p. 12.

pants recognized and incorporated into the services? Were plans made for future growth and development of the participants?

Typical workshop problems include (1) building a guidance library; (2) learning the proper techniques for a parent-teacher conference; (3) relating guidance to clinics, welfare agencies, local employment offices, industries, and institutions of higher learning.

The Survey

The survey can conveniently be used as an evaluation procedure; as a technique for discovering needs and interests of staff, pupils, or parents; or as a public-relations medium. Instruments such as the Mooney Problem Check List or the Science Research Associates Youth Inventory are useful to survey the entire student body for determining personal problems. The social adjustment of students may also be studied by use of sociometric data. A parent-opinion and -interest survey can be used to obtain reactions from parents and other citizens about student needs in the community or the degree of the school's success in meeting these needs. When staff, students, and parents participate in a survey, a vital interest in the entire guidance program is generated.

Supervisory Contacts

Contacts from state departments or from local school units encourage teacher participation in solving problems of the modern curriculum, in establishing curricular patterns, in observation and study of guidance in various school systems, or in coöperative improvement of school-community relations. Throughout the process of school-community action, as well as any other in-service project, runs the thread of supervisory leadership and direction. A demonstration by a qualified supervisor or counselor can do much to arouse interest in such topics as using local records, teacher-collected data, and printed guidance materials. Supervised practice in guidance activities is an excellent stimulant to improvement.

SUMMARY

Discussions in this chapter have emphasized the importance of coördination, assignment, selection of personnel, and the improvement of staff competence in the guidance program. Although we have emphasized staff participation, we have recognized the necessity of administrative leadership to exercise influence in coördinating human

resources without duplication, to respect human values, to keep open the channels of communication, to permeate the staff with the guidance point of view, and to evaluate achievement.

The principles of efficient assignment and coördination should embody the characteristics of preserving human values, of keeping open the channels of communication, of considering basic interests and staff composition, of democratic participation, of developing a guidance point of view by the entire staff, and of continuous evaluation.

All members of the staff have important responsibilities in the guidance program; hence careful consideration must be given to assignment. Assignment requires a definition of positions in terms of responsibility, a clear statement of functions, and a consideration of competencies. The process of coördination demands: (1) a clear statement of policy, (2) service adaptable to the school system, (3) processes of communication and participation adjusted to need, (4) adequate reporting and research and (5) evaluation and appraisal of efficiency.

Attempts were made in this chapter to define the functions of the guidance director, the counselor, the teacher, the librarian, health personnel, the school psychologist, and other specialists. The topic of the selection of guidance personnel was discussed by citing the necessary competencies in general of a guidance worker and the competencies in detail of a counselor.

The continuous in-service improvement of personnel was included in this chapter to emphasize that administrative mechanics are of little value unless a continuous plan of orientation, training, and evaluation is adopted. Regardless of formal training and practical experience, new developments in research and new ideas in literature make it necessary to organize an in-service program. From the numerous techniques of initiating and executing plans for such a program, the authors selected for illustrative purposes the workshop, the survey, and supervisory contact.

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Administration of the Individual Inventory Service

TYPES OF INFORMATION DESIRED

IF ASSISTANCE is going to be given the student during the process of his development, much information about him will be necessary. Teachers need information about their students for use in selecting desirable educational experiences for their proper growth and development. Administrators need information in planning the educational program to meet student needs and individual differences. Guidance workers need information about students to assist in solving their problems and in making their educational and vocational choices. In fact, "to attempt to guide the development of the pupil without an intimate knowledge of his background and the sum total of his experiences is to attempt the impossible" (41).

It is desirable to know as much as possible about the student's past experience, his present status, and his future plans as well as the experience and plans of his family. Since it is impossible to know everything about the individual, the question arises as to what types of thing about the individual, the question arises as to what types of specific information should be sought. Certain areas of student life should be explored and certain information should be gathered about each student (62:120–122).

General Information

Data should be collected pertaining to personal information about the student. Such data should include name, nickname, home address,

sex, birthplace, and date of birth. Information about the student's brothers and sisters and their respective ages should be collected to provide a better picture of family life. To complete the personal information, the names of parents or guardians, their birthplaces, national descent, marital and educational status, and religious affiliation should be noted. When the above items are recorded for each student, a basis for effective guidance work is formed; without such data, haphazard assistance will result.

Health

The importance of physical and mental health can hardly be over-emphasized; it forms the basis of all constructive guidance information. Health items pertaining to vision, hearing, speech, neurotic and psychotic symptoms are very valuable in counseling. In addition to these items information concerning illness, disease, accidents, and handicaps are important in studying the whole child. It would be highly desirable to have cumulative information concerning health attitudes of both the student and the family. Such data frequently give valuable clues to adjustment problems.

Achievement

It is scarcely conceivable that effective guidance can be accomplished without knowledge of the achievement of the student. Achievement records should reflect all aspects of development in the past as well as in the present. The common practice of considering academic achievement alone must be replaced by the more modern practice of considering the entire growth pattern; that is, achievement in such areas as social adjustment, language usage, muscular coördination, and so on. Before growth can be checked in all areas, numerous sources of data will have to be found, analyzed, and interpreted. An understanding of achievement requires information concerning names and types of schools attended and a complete record of the subjects studied by the pupils.

Aptitudes

One of the aims of guidance is to assist the student to make a proper choice of vocation and to work to capacity. Information is needed, therefore, to determine the capacity of the individual and his potentiality in various areas of work. In addition to mental ability for school work,

data should be available on mechanical, clerical, musical, artistic, and scientific aptitudes. Such data provide a basis for assisting the individual to select various academic as well as vocational subjects.

Personal Adjustment

Since the social and emotional growth of the student is vital, information concerning the student's social, personal, and emotional relationships with teachers, friends, parents, and other students should be systematically gathered and recorded. Participation in such school activities as clubs, athletics, drama, debating, band, and student government should be noted. Out-of-school activities provide additional indices of adjustment. Participation in teen clubs, boy scout activities, and church activities are suggestive areas of community participation. Frequently the student's use of his leisure time and his attitude toward school and community activities help to determine his self-adjustment. A continuous gathering of such information will provide a knowledge of the significant tendencies of students toward social and emotional growth.

Interests

If interests coincide with abilities and proper motivation is provided, we can justifiably assume that maximum progress and growth will occur. As a result of maximum progress and growth, the student can gain much happiness and satisfaction from his work. Areas that should be explored and gathered for determination of interests might include educational and vocational plans, avocational and stated interests, changes in interests and hobbies, and the tentative course program of the student.

Plans for the Future

For effective guidance, data indicating the student's goals, plans, or objectives are highly important. Without a knowledge of such goals, immediate and future, it is difficult to assist the student in developing self-direction toward his goals. It is recognized that such plans for elementary school pupils may be very changeable; but the teacher and counselor can help the student in selecting goals that would be appropriate for his particular interests, abilities, background, and level of aspiration. A knowledge of work experiences (part- and full-time) and of family pressures would contribute to a better understanding of his goals.

Family Background

A vital aid in the accurate understanding and the effective guidance of the pupil is a knowledge of his economic status, his cultural environment, his relationship to parents and to siblings, and his home atmosphere. It is also helpful to have information regarding the type of community in which the home is located, the availability of books and magazines for home reading, and the language spoken in the home.

TECHNIQUES USED IN OBTAINING DATA

Standardized Tests

In studying the individual, many different types of tools and techniques are used. One of these tools is the standardized test. Among the many reasons for using standardized tests are the following (43):

1. The outstanding argument for the use of standardized tests is their impartial, objective method.
2. The saving of time which can be accomplished by the use of tests as opposed to actual tryout procedures is so obvious as to need no defense.
3. Tests secure information in a form which has approximately the same meaning for all persons trained in their use.
4. Through tests it is possible to reach some facts indirectly, especially facts in the area of personality problems.
5. A school-wide testing program supplements the subjective observations of teachers so that no child needing special attention will be overlooked.

These reasons amply justify the need for objective measuring methods in the guidance program. The ultimate value of tests, of course, will depend upon the use of test results. It is not within the province of this book to elaborate on the procedures of testing; however, the reader may find at the end of the chapter selective references that will be helpful as sources of additional information on the subject.

Although the values of tests are unquestioned, a note should be made concerning their limitations. Most of these limitations revolve around the overuse and misuse of tests; tests are not a panacea for all of the problems of the student, administrator, teacher, or counselor. They have definite limitations in sampling, validity, reliability, and usability. They should not be the sole method for determining the growth and status of the individual, for other techniques provide valuable information. Tests should not be used for determining the

effectiveness of teaching only; a teacher should not be judged on the basis of her students' standardized test scores. When a proper perspective is placed on the role of standardized tests in a guidance program, maximum value will result. Warters (*60*:21–24) has summarized the limitations and major errors in the use of tests as follows:

1. Tests are not refined tools that give exact measurement.
2. Tests do not provide comprehensive measurement.
3. The test yields a score, the numerical indication of the student's performance; but it does not show why he made the score.
4. The test may show what a student can do in a test situation; but it does not show what he will do under other conditions, especially in complex educational and vocational situations.
5. Tests give evidence regarding what a student can do, but they cannot make descisions for him.
6. Test users often fail to choose measurements in keeping with the specific purposes to be served.
7. Tests are sometimes used for purposes for which they were not intended.
8. Over enthusiastic support of tests leads to failure in recognizing the imperfections of tests.
9. One should not over generalize from group tendencies.
10. Tests should not be made an instructional goal.
11. There are many desirable outcomes of instruction that cannot be measured objectively.
12. Frequently data that cannot be obtained or easily obtained through tests are neglected.
13. The testing program is only a part of the guidance program, not all of it.

There are many different kinds of tests from which the guidance worker can choose. His choice will depend upon such factors as the objectives of the school and upon the validity, reliability, and usability of the tests. The commonly used tests and the names and addresses of their publishers and distributors are noted on the following pages.[1]

SCHOLASTIC APTITUDE TESTS

These tests have various titles: intelligence, scholastic aptitude, mental ability, mental tests, or psychological examinations. The test scores may be expressed in terms of a single intelligence factor or, if the test is a multifactor test, a score may be given for each factor. The

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[1] The authors are indebted to the source *Guidance Service Handbook for South Dakota High Schools*, prepared under the direction of W. Marvin Kemp and written by Dona Brown for a compilation of the various types of tests and test sources.

latter test is based on the assumption that intelligence is not one aptitude or ability but a group of aptitudes. Most authorities agree that the multifactor test is more helpful than most other tests in counseling but that considerable research is desirable on the development of such tests.

1. American Council on Educational Psychological Examinations. Tests: Arithmetic, enmpletion, figure analogies, same-opposite, number series and verbal analogies. Quantitative, linguistic, and gross scores are provided (14).[2]
2. Henmon-Nelson Tests of Mental Ability (29).
3. Kuhlman-Anderson Intelligence Tests (37).
4. New California Short-Form Tests of Mental Maturity. Tests: Spatial relationships, logical reasoning, numerical reasoning, verbal enncepts and total mental factors. This last test is presented in both verbal and non-language to obtain separate evaluations of mental processes with and without language symbols (12).
5. Ohio State University Psychological Test. Tests: Scholastic aptitude and subscore for reading ability (36) (48).
6. Otis Quick-Scoring Tests of Mental Ability (63).
7. S.R.A.—Primary Mental Abilities. Tests: Number, verbal meanings, space, word-fluency, and reasoning (48).
8. Terman-McNemar Test of Mental Ability. Tests: Information, synonyms, logical selection, classification, analogies, opposites, best answers (63).

ACHIEVEMENT TESTS

These tests are useful in the evaluation of pupil growth and development toward instructional objectives. In instances where the test is designed to identify pupils who have not mastered specific skills basic to school progress, they are known as diagnostic tests.

These tests can give the teacher and counselor a graphic picture of pupil achievement. They help in making vocational and educational plans, they assist in case studies, and they show where remedial instruction is needed. They can be used to show the student where he is strong and where he is weak. The teacher finds them valuable in the classroom when she uses them to improve instruction, adapt instruction to individual pupils, discover particular difficulties, evaluate pupil's progress, and predict further scholastic achievement. Before ordering achievement tests, the counselor should check the publisher's

[2] The number in the parentheses refers to the publishing company from which the test can be purchased. The name and address of the publishing company will be found in the bibliography at the end of the chapter.

manual or *The Fourth Mental Measurement Yearbook* to get a description of the tests, time limits, and areas measured.

1. California Achievement Test Battery (*12*).
2. Coöperative General Achievement Tests (*14*).
3. Coördinated Scales of Attainment (*20*).
4. Iowa Every-Pupil Tests of Basic Skills (*29*).
5. Iowa Tests of Educational Development (*48*).
6. Metropolitan Achievement Tests. (*63*).
7. Stanford Achievement Tests (*63*).

READING TESTS

The ability to read correctly and intelligently is of such importance to progress in schools that all teachers and counselors should vitally concern themselves with the reading status of each pupil. Purpose: To assist teachers in determining reading ability and to detect pupils with reading problems.

Here are some of the reading tests available for elementary and high school use:

1. California Reading Test (*12*).
2. Cooperative Reading Comprehension Test (*14*).
3. Gates Reading Readiness Tests (*10*).
4. Iowa Silent Reading Tests (*29*).
5. Lee-Clark Reading Readiness Tests (*12*).
6. Metropolitan Readiness Tests (*63*).
7. Nelson-Denny Reading Tests (*29*).
8. S. R. A. Reading Record (*48*).
9. Survey Section of Committee on Diagnostic Reading Tests (*48*).
10. Traxler High School Reading Tests (*39*).

INTEREST INVENTORIES

Interest inventories are most helpful in confirming nonstandardized evidence relating to pupil interests. They help the individual to identify those areas of study or work which will be personally satisfying to him.

These inventories are great time savers. They are used for occupational planning and for motivating the class work. They are often misunderstood. Pupils often think their pattern of interest or interest inventory is fixed and lasting. This may or may not be true. Students also often fail to differentiate between aptitude and interest. Interest inventories now being used in our schools are:

1. Brainard Occupational Preference Inventory (38).
2. Cleeton Vocational Inventory (35).
3. Kuder Preference Record-Vocational Form CH. Test: Outdoor, mechanical, computational, scientific, artistic, persuasive, literary, musical, social service, clerical (48).
4. Lee-Thorpe Occupational Inventory. Tests: Personal-social, natural, mechanical, business, arts, science (12).
5. Strong Vocational Interest Blank—Senior Year (50).
6. Thurstone Interest Schedule (38).

SPECIAL ABILITY AND APTITUDE TESTS

These tests estimate the student's success in given areas and reveal his strengths, abilities, weaknesses, and interests. There are many of these tests on the market today. A few are:

1. Art Judgment Tests.
2. Business Educational Tests.
3. Clerical Aptitude and Competency Tests.
4. Mechanical Aptitude and Comprehension Tests.
5. Musical Aptitude Tests.
6. Nursing Aptitude Tests.
7. Psychomotor Tests.
8. Specific Vocation such as Engineering, etc.

VOCATIONAL ABILITIES APPRAISAL BATTERIES

1. Differential Aptitude Test Battery. Tests: Verbal reasoning, numerical ability, abstract reasoning, space relations, mechanical reasoning, clerical speed and accuracy, language usage (38).
2. GATB—General Aptitude Test Battery, for juniors and seniors. Tests: General learning ability, verbal aptitude, numerical aptitude, spatial aptitude, form perception, clerical perception, motor coördination, finger dexterity, and manual dexterity. (These can be procured, through special agreement, from the State Employment Security Department.)

PERSONALITY TESTS AND SOCIAL ADJUSTMENT INVENTORIES

Most personality tests should be used with reservation. There is some question as to whether these tests measure what they purport to measure. While these tests and inventories are of value, they should be interpreted with caution. Some of the personality tests and inventories available are:

1. Behavior Preference Record (50).
2. Bell Adjustment Inventory (50).
3. Bernreuter Personality Inventory (50).

4. California Test of Personality (*12*).
5. Heston Personality Inventory (*63*).
6. Mental Health Analysis (*12*).
7. Minnesota Multiphasic Personality Inventory (*38*).
8. Mooney Problem Check List (*38*).
9. SRA Junior Inventory (*48*).
10. SRA Youth Inventory (*48*).
11. Washburne Social Adjustment Inventory (*63*).

MEASURES OF SOCIO-ECONOMIC STATUS

In large schools teachers and guidance workers often find it difficult to visit the homes of the students. A standardized measure of socio-economic status would be especially helpful in such a situation. Two of the better known scales in this respect are:

1. American Home Scale (*40*).
2. Sims Social Class Identification (*63*).

Nonstandardized Methods

In studying students it is highly desirable to obtain all kinds of information. Strang (*53:18*) notes that no one has yet devised an adequate method for studying the individual as a whole, and that probably the best available method is to view the individual in different situations by means of various techniques and then to synthesize the results in the form of a case study. Many traits of the individual cannot be measured by objective standardized tests and hence non-standardized methods or more subjective techniques must be used. By evaluating the behavior of a dynamic human individual, these subjective techniques may contribute greatly to the understanding of the pupil. The reliability of these measurements of behavior is increased through the use of various techniques. However, because of their subjectivity, nonstandardized methods have limitations which make them somewhat less valid and reliable than objective tests.

The following discussion will present a short description and list the purposes of some of the nonstandardized techniques. The reader is referred to the bibliography at the end of the chapter for more detailed analysis of the various methods.

ANECDOTAL RECORDS

One way of studying a child is to record and analyze descriptions of situations in which the child is involved. This is the method of the

anecdotal record; the teacher writes and keeps a record of samples of a child's behavior in varying situations (6).

Through the objective observation and reporting of a pupil's behavior, the teacher may assist materially by furnishing information to be used in interpreting the personality and problems of the pupil. The good anecdote is free from any opinion or prejudice on the part of the writer; however, if the teacher's opinion is written, it should be separate from the factual material of the anecdote. Other characteristics of a good anecdotal record are: (1) It includes specific action, direct conversation, and a fairly complete sequence of incidents. (2) To be of value, an anecdotal record must be one of many on the student. (3) A good anecdotal record gives adequate background information. (4) A good collection of anecdotes presents many different views of the student. (5) A good anecdotal record is selective (*60*: 103–106).

The anecdote is used usually in combination with other information to help the counselor understand the pupil. The assembling and studying of many anecdotes, together with other information the counselor may have, presents a pattern of the individual personality that is most helpful in a counseling and guidance program. The disadvantages of the anecdotal records are their subjectivity and the difficulty of getting enough reports by different teachers to get a reliable picture of the pupil.

AUTOBIOGRAPHY

An autobiography is the memory of one's life written by oneself. It usually includes a summary of activities and high points in the writer's life, but it may include a detailed account of all of his past experiences and emotional reactions.

The autobiography may be used to secure a large variety of information about the pupil including information about such things as family background, educational and vocational experiences, leisure activities, likes and dislikes, ambitions, desires, opinions, prejudices, and abilities.

DIARY

A modified form of the autobiography is the diary in which the student writes about present experiences as they happen rather than desires, wishes, and yearnings of the pupil. It is limited by the student's verbal and writing facility; it includes a description of his biases and his reflections of a subjective nature.

RATING SCALES

The rating scale is a method of summarizing or recording observations. After observing an individual, the observer has the opportunity to check such observations by means of a rating scale. Strang (*53:75*) notes some of the following values of rating scales:

1. Rating scales have many practical uses in writing reports to parents, in filling out admission blanks for college, in making recommendations for employers, and in measuring some of the intangible aspects of student development.
2. Rating scales help to stimulate the individual who is being rated. If a person knows he is going to be rated, he usually will try to make a good impression.
3. Rating scales help the rater to focus attention on individual needs.

The rating scale is a subjective technique and hence often has low reliability and validity. For this reason many guidance workers tend to disregard the use of it. However, it can serve as a valuable source of information and efforts should be made to improve and define the principles of its construction, rather than not use it at all.

QUESTIONNAIRES

The questionnaire may be made in several forms, varying from the standardized application blank to the personality or adjustment inventory. Much of the evidence on adjustment inventories suggests that they have limited value for diagnostic purposes (*21*). However, if the information gathered by this technique helps verify or disprove information gathered by other techniques, the adjustment inventory is of some value.

INFORMATIONAL INTERVIEW

The interview, which is a person-to-person relationship, is a valuable technique for gaining information concerning the student. Froehlich and Darley (*24:118*) point out three purposes of the fact-finding interview: (1) to supplement information gathered in other ways, (2) to verify information which has been collected previously, and (3) to observe mannerisms, physical appearance, and other nonverbal clues. The interview record is made for the purpose of recording information obtained through the interview so that it may be pre-

served and become a part of the individual inventory of the pupil.

The interview record may be made upon two or three sheets of paper in a free expository style; it may be made on a specially prepared blank; or it may be made in the form of notes or paragraphs. Regardless of the method of making the record, the record should be directed toward fulfilling the purposes previously mentioned.

SOCIOMETRIC TECHNIQUES

A sociogram is a graphical drawing using certain symbols and marks to indicate the patterns of social acceptance and rejection among members of a social group. The purpose of the technique is to identify and help pupils who need assistance in group life so as to contribute to their personal development.

The validity of the information gained by sociometric techniques will depend upon (1) rapport between students and examiner, (2) wording of questions, and (3) the atmosphere in which the student takes the test (32). Information gathered by this method can be very useful in helping teachers and counselors to make a beneficial plan of action for increasing group belongingness and group acceptance.

The process of making a sociogram is rather simple: The students are asked to state their preference for the student or students with whom they would prefer to work, sit, play, etc. From the data gathered, a graphical representation can be made of choosers, mutual choices, and rejections.

CASE STUDY

The case study is a procedure that concerns itself with all the pertinent aspects of a single unit—an individual, an institution, a family, a community. All the factors and the combination of factors involved in a given behavior are examined to determine the existing status and to identify the causal factor operating (33:223). The case study is the final result of collecting all information derived from the various sources by the different techniques. It is the bringing together of all data for the purpose of analyzing the behavior of the student, determining causes, and prescribing treatment. Many different people may be involved in a case study—counselor, teacher, principal, social worker, parent, and others. When all people combine their information and talents, great value usually results for the individual student.

Projective and Expressive Techniques

The projective and expressive techniques are used to obtain information concerning the inner or personal world of the student. They attempt to get at the core of the personality rather than at the external observable surface. In such techniques a stimulus is presented and the subject is asked to make an interpretation of the stimulus. The stimulus is subtle and nonstereotyped in our culture and may include an ink blot, a word, sentence, or a picture. Responses may be facilitated by having the pupil draw pictures, act out in play, or dramatize his responses to the stimulus. Frequently the expressive techniques serve as therapeutic measures as well as providing information about the child's values, meanings, and desires.

The projective techniques have several advantages over other tests of personality; some of these are:

1. The subject is usually not aware of the meaning or value of different types of responses and hence cannot deliberately create a good or bad impression of himself.
2. The examining situation imposes a minimum of demands or restrictions and thus feelings of failure are usually reduced.
3. Interpretation does not depend upon the statistical determination of cutoff scores as the purpose of the tests is to understand the individual in his own terms.
4. Because these methods encourage the expression of the total personality, they provide evidence for appraising intellectual as well as personality factors and for evaluating the interaction of the two (45:109).

On the other hand, projective techniques have not gone without criticism. Strang (53:152) summarizes the criticisms of projective techniques as follows:

1. It takes considerable time to administer them and to interpret their results.
2. In general they are subjective although the amount of subjectivity varies from one type of projective technique to another.
3. They are dangerous in the hands of an amateur and should be used only by those qualified to administer and interpret them.
4. A person who wants to become expert in their use must receive long training.

Many counselors will not be competent in the uses of projective techniques, but they should be aware that such techniques are available and know some of the principles involved in them.

RORSCHACH INK BLOT TEST

This test is composed of a series of ten ink blots, some in black and white and others in color. Each ink blot, on a separate card, is presented to the individual and he is asked to tell what the ink blot cards represent or of what they remind him. The examiner records all of the responses and may request additional information from some of them in order to know (1) whether the response used all or part of the ink blot, (2) what determined the response such as color, shape, form, etc., (3) what the content of the response was, such as plant, human, animal, etc.

THEMATIC APPERCEPTION TEST

This technique consists of a series of pictures which are presented one at a time to the subject. The examinee is asked to tell a story about each picture, identifying the characters, telling what is happening at the time, what events may have led up to the situation, and what he thinks may happen in the future. The idea is that the subject will project his or her own unconscious feelings and experiences into the pictures.

WORD ASSOCIATION TEST

One of the oldest forms of projective techniques is the word association test. By this method the examiner presents the subject with a number of words and asks him to respond as quickly as he can with any word that comes to his mind. There are a number of standard lists of words available which strive to obtain responses of an unconscious nature and to obtain information about areas of conflicts.

SENTENCE COMPLETION TEST (47:295)

In the sentence completion test, the subject is asked to finish a sentence of which the first word or words are supplied by the examiner. The responses tend to provide information that the subject is willing to give, and it is assumed that the examinee reflects his own wishes, desires, fears, and attitudes in the sentences he composes. The result does not depend so much on his interpretation of the given stimulus as upon what he is able and willing to write under the test conditions.

ORAL AND WRITTEN STORYTELLING

In this method, the student is asked to write or tell stories. The story may be a spontaneous reaction on anything or any subject that the

individual wants to use, or it can be structured in the area into which the guidance worker wishes to direct it. The effectiveness of the method is greatly dependent upon the verbal and writing facility of the examinee, but such activities frequently portray the emotions, wishes, and interests of the individual.

PLAY TECHNIQUES

Play techniques are most effectively employed as part of the total treatment process (53:168). Information can be gathered by this method but it also serves as a therapeutic method as well. It is based on the assumption that children can and do play out their feelings in somewhat the same way that adults "talk them out." Frequently various types of materials (toys, books, etc.) are introduced which can be used to encourage the child to express his feelings. Caution should be used in the interpretation of material gained by this method, for it is very subjective and extremely difficult to substantiate by other methods.

Other Sources of Information

It is impossible to cite and describe all of the various methods that can be used to gain information about the student. The techniques described are common methods that will secure valuable data. So that the administrator of a guidance program will recognize other possible information sources, a few will be mentioned here. Some of the information gained from these sources may be put into the cumulative record while others may not. Nevertheless they should be a part of the total individual inventory of the pupil. These additional sources include the following:

1. The educational plans of the student.
2. School transcript.
3. Records of home visits.
4. Interview records with individuals outside the classroom such as parents, doctors, social case workers, psychologists, etc.
5. Record in try-out courses.
6. Health examination record.
7. Record of extracurricular participation.

RECORDING AND MAINTENANCE OF INFORMATION

The ultimate purpose of accumulating information about students is to secure data that can be used to provide maximum assistance to

the individual. Gathering information for information's sake is of little value; to be useful, information must be recorded and used in some systematic way. The cumulative records are a device by which the data about any single pupil is simply, logically, and systematically recorded. It has been previously pointed out that little effective guidance can be performed without adequate information; however, recording of information and maintenance of records is a useless task if the data is not going to be used.

The cumulative records should contain the kinds of information suggested at the beginning of this chapter. While there are many different types and kinds of cumulative records, all records should be based on the following general principles (42):

1. The content of the records should be selected with regard to its usefulness in serving guidance purposes.
2. Provisions should be made for descriptive comments and reports by teachers, counselors, and others who work with the students.
3. Data should be recorded in specific terms, and symbols should be avoided if they are not commonly understood.
4. The record should provide for keeping samples of original work of the counselors.
5. The selection and arrangement of the data on the record should emphasize the process of growth.
6. The arrangement of the data should show cause and effect relationship.
7. The content of the record should be so organized that data may be recorded and located easily. Wording of items should indicate clearly what is to be recorded. Left to right reading movement should be facilitated and the breaking of pages into small boxes should be avoided.
8. Records should fit the school in which they are used. In making records, consideration should be given to: (a) size of the school or school system, (b) type of school organization, (c) permanency of data to be recorded, (d) professional ability of persons using record, (e) teacher load and available clerical help.
9. Records should be filed in a place easily available to persons expected to use them.
10. Records should be accompanied by clear directions for their use.
11. Provisions should be made to transfer the student's record as he progresses through any one school and as he changes from one school to another.
12. Provision should be made for protection of records from unauthorized use.
13. The type of material used for the record should be: (a) durable enough to withstand years of use, (b) substantial enough to stand in a file, (c) thin enough to require minimum filing space, (d) light enough to be

economical in mailing, (e) free from glare and suitable for ink or pencil writing and for erasing, (f) of a color which is attractive and restful to the eyes.

14. Different colored stocks should be used for forms which require different handling because of the nature of their content.

15. The filing system should be one which is commonly used; it should be economical and simple to operate.

16. Records should be so designed that only a reasonable amount of clerical work will be required for their maintenance.

It is not the purpose of this section to prescribe the type of cumulative records that a school should use. Our emphasis is on the presentation of those general principles which will serve as a guide in the development of a set of records. The record should be the type that best fits the school, its objectives, and its program. A highly desirable practice would be the development of cumulative records from the experiences and studies of all of the faculty. The references at the end of this chapter contain examples of specific types of records and the reader is referred to this source if he wants specific examples. Regardless of the specific type of record selected, the record should strive to offer the following values (25).

1. Provide a pupil's permanent record which can be filed for future reference.

2. Provide the school administration with a means of measuring the success of the school in meeting the needs of the pupils and the community.

3. Provide information for effective counseling of students.

4. Contribute to an understanding of the basic personality pattern of the individual pupils.

5. Tend to direct the attention of teachers toward individual differences and needs.

6. Stimulate the teacher's interest in pupil problems.

7. Provide information for the planning of the special classes, health programs, psychiatric examinations, and the like.

8. Provide the teacher and the principal with information which will enable them to ascertain pupils' interests.

9. Provide new teachers with a means of becoming acquainted quickly with the individuals of the group with which they work.

After considering what should go into the individual inventory and the manner of securing the data, it is obvious that the entire school staff and even special services outside the school, such as the services

of doctors, will be used. Someone has said that even the school custodian, if he knows how to recognize significant behavior, can help to build the individual inventory. Certainly it cannot be emphasized too strongly that the complete coöperation of the entire staff must be obtained. Teachers must assist willingly in collecting, recording, and later using this data to the fullest advantage. To do this, the teachers must fully realize their part in the guidance program and be convinced that a properly functioning guidance program will in turn make their duties as teachers more effective and more pleasant.

Counselors are needed who are trained for their work and who can convince teachers that they are working *with* the faculty to improve instruction and to help pupils and teachers with their problems instead of merely imposing additional tasks on the teachers. For this reason it is often wise to choose counselors who also do some teaching so that all of the teachers feel that the counselor is one of them.

Superintendents and principals must be willing and able to supply the leadership necessary to initiate a successful guidance program and provide for forms, tests, files, and other materials needed in building the individual inventory and making it readily available to counselors, to teachers, and also to the pupils themselves if occasion arises. However, the confidential nature of several items in the individual inventory makes it advisable for the file to be accessible to the pupils only in the presence of the counselor or teacher.

Although all the items in the inventory may not be secured immediately for all pupils, steady emphasis upon completing the files should make it possible to secure all data in a reasonable period of time. Perhaps those responsible for securing and recording the data for such an inventory should be in charge of and responsible for the data for a minimum of three years. Frequent change in personnel has definite retarding and even demoralizing effect on the setting up of complete records.

Perhaps the best location for the records of the individual inventories is the room provided for the counselor. However, in the elementary school or when no counselor is available, the inventories may be placed in the office of the administrator or of a selected teacher. Thus they will be readily accessible, but confidential data will be secure from those pupils who might be morbidly curious. Permanent records should be kept in the principal's office; these records should contain a digest of pertinent data from the individual inventory.

USES OF CUMULATIVE RECORDS

It is not sufficient merely to gather information about the students, assemble it, record it in a systematic way and file it in an accessible place. Some concerted effort must be made to see that the recorded information is used in assisting students in solving their problems and in planning and seeking their goals. Each school will discover special uses for information in their particular situation, but the following are general uses for cumulative records that might be found in all schools (56:13–17):

1. Cumulative records enable teachers to get acquainted with new pupils quickly.
2. Cumulative records are very useful in dividing classes into small groups for purposes of instruction.
3. Cumulative records help teachers and counselors identify the weakness of individual pupils and plan treatment.
4. Cumulative records enable the school to discover the pupils with unusually high general mental ability and to plan special work in line with their interests.
5. Cumulative records help the school discover special talents in pupils which should be developed.
6. Cumulative records furnish leads to reasons why pupils are not happy and well adjusted in the school.
7. Cumulative records provide information which may be used in conferring with pupils about achievement.
8. Cumulative records contain information which may be used in conferring with certain pupils about problems of behavior.
9. Cumulative records serve as a basis of conferences with parents about the ability, achievement, growth, and school adjustment of their children.
10. Cumulative records contain information useful in conferences with teachers about individual pupils.
11. Cumulative records are useful in guiding pupils into or away from certain courses, and thus reducing failure through careful planning based on available evidence.
12. Cumulative records are especially valuable in helping pupils and parents make plans for the pupil's career after graduation.
13. Cumulative records furnish much of the information to be used in making case studies of certain pupils.
14. Cumulative records form an excellent basis for reports to colleges and to prospective employers.

From the above, one can see that the cumulative records and the information contained on them are the foundation of the entire guidance program. When the administrator, counselor, and teacher use the information and interpret it in terms of the individual student's needs, interests, abilities, family background, and socioeconomic status, maximum good will result.

SUMMARY

If assistance is going to be given each student, as much information as possible about the student's past experience, his present status, and his future plans will be necessary. Information from the following areas of student life should be gathered about each student: (1) general information, (2) health, (3) achievement, (4) aptitudes, (5) personal adjustment, (6) interests, (7) plans for the future, and (8) family background.

Many different tools and techniques are used in studying the individual. Standardized tests provide one means of assisting the guidance worker in assessing the student's aptitudes, interests, abilities, and personality. Nonstandardized techniques, such as anecdotal records, autobiographies, diaries, rating scales, questionnaires, interviews, and sociometric devices aid in securing valuable information in the study of the student. Projective techniques such as tests, storytelling, and play have proved valuable in studying the underlying cause of behavior of an individual. Gathering information for information's sake is of little value. To be of value, information must be recorded and used in some systematic way. The cumulative records are a device by which the data about any single pupil is simply, logically, and systematically recorded. Much consideration should be given to the development of a record that is complete, logically arranged, usable, and located where it is easily accessible to all concerned.

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Administration of the Education and Occupational Information Service

· OCCUPATIONAL information includes accurate and usable information about jobs and occupations. It also includes information about industries insofar as such data are related to jobs; it also involves pertinent and usable facts about occupational trends and the supply and demand of labor (22).

The process of vocational guidance entails assisting the individual in his efforts to choose his occupation, to prepare for entrance into it, to enter it, and to make progress in it. Occupational information is a most important aspect of the vocational guidance process. We are not interested in presenting aspects of the vocational-guidance process; rather we shall discuss those factors of occupational information which are important to the initiation and organization of a guidance program.

TYPES OF OCCUPATIONAL MATERIAL

There are many different types of occupational material. It may be classified according to the originality of the research, geographic scope, industrial scope, special aspects of an occupation, or methods of presentation (2:54). We shall use Baer and Roeber's classification to acquaint the reader with the various methods used in presenting occupational information.

Occupational Monograph

This is a study of all or almost all aspects of an occupation or of an occupational field. When a monograph deals very briefly with each

aspect of an occupation, it is generally known as an *occupational brief*. The brief is a good method for orienting the student about an occupation which he thinks he might like to enter. However, for a more detailed discussion of all aspects of an occupation, the student should be encouraged to read the complete monograph.

General Occupational Reviews

These reviews contain a brief overview of a number of occupations. They do not go into detail; they hit only the high points of each occupation. They are very helpful to students who need to see the world of work in broad outline before studying specific occupations.

Special Occupational Study

Such studies are reported in professional journals or issued in separate reports in pamphlet or book form. They are generally detailed and technical in their description of occupations; hence they have definite limitations for use with a certain level of students.

Biographies

Biographies record the stories of individual people and their struggles with life, particularly in regard to their beginning and progress in their chosen vocations. While these are very interesting to and readable for most youngsters, often they present a distorted picture of both the glories of the occupation rather than a realistic picture of the occupation. In addition many biographies center around the unusual person who succeeds despite all obstacles rather than around the usual person who succeeds by meeting the requirements.

Fiction

Fiction, including stories and books, provides interesting and readable material concerning endeavors of participants in various occupational fields. However, fiction has, even in greater amounts, the same limitations as biographies.

Audio Visual Aids

These are such devices as films, charts, etc. which present occupational information. Such methods are excellent for presentation of material but have a definite limitation in terms of cost and the amount of information that can be presented.

SOURCES OF OCCUPATIONAL MATERIAL

There are a variety of sources of occupational information and, in initiating a guidance program, it is highly desirable to start an occupational library as soon as possible. Without such information, it is almost impossible to perform effective guidance activities. We shall present a wide variety of sources, including addresses, so that the director of a beginning guidance program will have available a list that can be used for gathering such material. It should be stressed that the gathering of occupational material is a continuous process, for data about occupations change according to various social and economic factors; therefore, it is highly desirable to have available the most recent and up-to-date data.

Listed below is a group of commercial companies that provide valuable basic materials. Some of this material is free, some inexpensive.[1]

Bellman Publishing Company, P.O. Box 172, Cambridge 38, Massachusetts.

B'nai Brith Vocational Service Bureau, 1424-16 Street, N.W., Washington 6, D.C.

Charm, 575 Madison Avenue, New York 17, New York.

Chronicle Guidance Press, Moravia, New York.

Commonwealth Book Company, 80 East Jackson Boulevard, Chicago 4, Illinois.

Dodd, Mead and Company, 432 Fourth Avenue, New York 16, New York.

Dutton and Company, 300 Fourth Avenue, New York 10, New York.

Field Enterprises, 35 East Wacker Drive, Chicago 1, Illinois.

Funk and Wagnalls Company, 153 East 24 Street, New York 10, New York.

Glamour, 420 Lexington Avenue, New York 17, New York.

Houghton-Mifflin Company, 432 Fourth Avenue, New York 16, New York.

Institute for Research, 537 South Dearborn Street, Chicago 5, Illinois.

The King Company (formerly Morgan-Dillon and Company), 4609 North Clark Street, Chicago 40, Illinois.

Ladies Home Journal, Independence Square, Philadelphia 5, Pennsylvania.

Lippincott Company, 521 Fifth Avenue, New York 36, New York.

Longmans, Green and Company, 55 Fifth Avenue, New York 11, New York.

Mademoiselle, 575 Madison Avenue, New York 22, New York.

McGraw-Hill Book Company, 330 West 42 Street, New York 36, New York.

McKnight and McKnight Publishing Company, Bloomington, Illinois.

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[1] The authors are indebted to *The Journal of the National Association of Deans of Women*, vol. 18, March, 1955, for nearly all the various sources of occupational information presented. The reader is referred to that volume for a more complete coverage.

National Forum, 407 South Dearborn Street, Chicago 5, Illinois.

Occupational Index, Personal Services, Inc., Peapack, New Jersey.

Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

Scott, Foresman and Company, 120 East 23 Street, New York 10, New York.

Seventeen, 11 West 42 Street, New York 36, New York.

United Airlines School and College Service, 80 East 42 Street, New York 17, New York.

Vocational Guidance Manuals, 45 West 45 Street, New York 36, New York.

Western Personnel Institute, 30 North Raymond Avenue, Pasadena 1, California.

The United States Government agencies publish and distribute much educational and occupational literature. Much of it is free or inexpensive. Some of the agencies which provide such material are as follows:

Army and Air Force: New York City Recruiting Main Station, 39 Whitehall Street, New York 4, New York.

Bureau of Apprenticeship, Department of Labor, Washington 25, D.C.

Bureau of Labor Statistics, Department of Labor, Washington 25, D.C.

Civil Service Commission, Washington 25, D.C.

Department of Agriculture, Washington 25, D.C.

Department of Commerce, Washington 25, D.C.

Department of Defense, Washington 25, D.C.

Department of Health, Education and Welfare, Office of Education, Washington 25, D.C.

Federal Bureau of Investigation, Department of Justice, Washington 25, D.C.

Marine Corps: Marine Corps Recruiting Station, 346 Broadway, New York 13, New York.

National Guard: New York National Guard, 270 Broadway, New York 7, New York.

Navy: Navy Recruiting Station, 346 Broadway, New York 13, New York.

Superintendent of Documents, Government Printing Office, Washington 25, D.C.

United States Employment Service, Department of Labor, Washington 25, D.C.

Numerous state agencies frequently publish material valuable to have in the occupational file. One can usually obtain a list of any state's sources of occupational information by contacting the State Director of Guidance, State Employment Services, or similar agencies. The counselor should seek material from such sources as it is, as a rule, very pertinent to the students he counsels.

A number of associations supply useful occupational material. The following list includes a variety of these sources:

Advertising Federation of America, 330 West 42 Street, New York 36, New York.

American Chemical Society, 1155 16th Street, N.W., Washington 5, D.C.

American Dietetic Association, 612 North Michigan Avenue, Chicago 11, Illinois.

American Home Economics Association, 1600 20 Street, Washington 9, D.C.

American Medical Association, 535 North Dearborn Street, Chicago 10, Illinois.

American Physical Therapy Association, 1790 Broadway, New York 19, New York.

American Society of Agricultural Engineers, St. Joseph, Michigan.

American Veterinary Medical Association, 600 South Michigan Avenue, Chicago 5, Illinois.

Committee on Careers in Nursing, 2 Park Avenue, New York 16, New York.

National Association and Council of Business Schools, 2601 16 Street, N. W., Washington 9, D.C.

National Association of Manufacturers, 14 West 49 Street, New York 20, New York.

National Council on Hotel and Restaurant Education, Box 7727 Benjamin Franklin P.O., Washington, D.C.

National Federation of Business and Professional Women's Clubs, Inc., 1819 Broadway, New York 23, New York.

New York State Funeral Directors' Association, 445 West 43 Street, New York 18, New York.

New York State Society of Certified Public Accountants, 677 Fifth Avenue, New York 22, New York.

Society of Industrial Designers, 48 East 49 Street, New York 17, New York.

Society of Plastics Industry, 67 West 44 Street, New York 36, New York.

Often various educational institutions provide occupational material. Some of the institutions who offer counseling aids are listed below:

Academy of Advanced Traffic, 253 Broadway, New York 3, New York

American Institute of Decorators, 41 East 57 Street, New York 22, New York.

Antioch College, Yellow Springs, Ohio.

Board of Higher Education, 500 Park Avenue, New York 22, New York.

Boston University, Boston 15, Massachusetts.

Carnegie Institute of Technology, Pittsburgh 13, Pennsylvania.

Cornell University, Ithaca, New York.

Fashion Institute of Technology, 225 West 24 Street, New York 11, New York.

General Motors, Coöperative Training Program, Flint 2, Michigan.

Institute of Aeronautical Sciences, 2 East 64 Street, New York 21, New York.

Long Island Agricultural and Technical Institute, Farmingdale, New York.

Massachusetts Institute of Technology, Cambridge 38, Massachusetts.

New York School of Mechanical Dentistry, 125 West 31 Street, New York 38, New York.

Pratt Institute, 215 Ryerson Street, Brooklyn 5, New York.

Rochester Institute of Technology, Rochester, New York.

Simmons College, 300 the Fenway, Boston 15, Massachusetts.

State University of New York, College of Forestry, Syracuse 10, New York.

Westinghouse Educational Center, Westinghouse Electric Corporation, East Pittsburgh, Pennsylvania.

A large number of national community agencies disseminate information. We are listing a few of them and suggest that the reader look at the reference given at the beginning of this section for a more exhaustive list.

Adult Education Association of the U.S.A., 743 North Wabash Avenue, Chicago 11, Illinois.

Alliance for Guidance of Rural Youth, 1201 Sixteenth Street, N.W., Washington 6, D.C.

American Association of Medical Social Workers, 1834 K Street, N.W., Washington 6, D.C.

American Association of Mental Deficiency, P.O. Box 96, Willimantic, Connecticut.

American Association for Workers for the Blind, 15 West 16 Street, New York 11, New York.

American Council on Education, 1785 Massachusetts Avenue, Washington 6, D.C.

American Dental Association, 222 East Superior Street, Chicago 11, Illinois.

American Hospital Association, 18 East Division Street, Chicago 10, Illinois.

American Industrial Hygiene Association, Mellon Institute, 440 Fifth Avenue, Pittsburgh 13, Pennsylvania.

The American Legion, 1608 K Street, N.W., Washington 6, D.C.

American National Red Cross, National Headquarters, 17 and D Streets, N.W., Washington 13, D.C.

American Occupational Therapy Association, 33 West 42 Street, New York 36, New York.

American Public Health Association, 1790 Broadway, New York 19, New York.

American Speech and Hearing Association, Wayne University, Detroit, Michigan.

Boy Scouts of America, 2 Park Avenue, New York 16, New York.

Child Study Association of America, 132 East 74th Street, New York 21, New York.

Family Association of America, 192 Lexington Avenue, New York 16, New York.

Girl Scouts of the U.S.A., 155 East 44 Street, New York 17, New York.

Institute for the Crippled and Disabled, 400 First Avenue, New York 10, New York.

Jewish Occupational Council, 1841 Broadway, New York 23, New York.

National Association for the Advancement of Colored Children, 20 West 40 Street, New York 18, New York.

National Association for Mental Health, Inc., 1790 Broadway, New York 19, New York.

National Council for the Young Men's Christian Associations, 291 Broadway, New York 7, New York.

National Foundation for Infantile Paralysis, 120 Broadway, New York 5, New York.

National Lawyers Guild, 40 Exchange Place, New York 5, New York.

Rockefeller Foundation, 49 West 49 Street, New York 20, New York.

Rotary International, 35 East Wacker Drive, Chicago 1, Illinois.

Selective Service System, 451 Indiana Avenue, N.W., Washington, 25, D.C.

One of the best ways to keep abreast with new occupational material is to subscribe to one or more of the occupational indexes. The following are some of these indexes along with other bibliographies of occupational information:

Career Index, Chronicle Press, Moravia, New York. Published monthly September through May.

Forrester, Gertrude, *Occupational Literature, An Annotated Bibliography*, New York, H. W. Wilson Company, 1954.

Guidance Index, Science Research Associates, 228 South Wabash Avenue, Chicago, Illinois (monthly).

Occupational Index, Personnel Services, Inc., Peapack, New Jersey (quarterly).

Occupational Outlook Publications, Bureau of Labor Statistics, U.S. Department of Labor, Washington 25, D.C.

Occupational material is often presented through films. Following is a list of film producers that make films containing occupational material which can be used in group guidance situations:

Association Films, 347 Madison Avenue, New York 22, New York.

Athena Films, 165 West 46 Street, New York 19, New York.

Coronet, 488 Madison Avenue, New York 22, New York.

Emerson York Studios, 245 West 55 Street, New York 19, New York.

Encyclopedia Britannica Films, 202 East 44 Street, New York 17, New York.

Harmon Foundation, 140 Nassau Street, New York 38, New York.
Institutional Films, 1150 Wilmette Avenue, Wilmette, Illinois.
Mahnke, Inc., 215 East 3 Street, Des Moines, Iowa.
McGraw-Hill (Text Films), 330 West 42 Street, New York 36, New York.
Young America, 18 East 41 Street, New York 17, New York.

While the above sources have been primarily oriented around national and state sources, the counselor should not neglect the local situation when gathering occupational information. A community survey is an excellent project for gathering material concerning number of jobs, job descriptions, and local job trends. The primary concern of a community survey should be the gathering of data about entry jobs in the community, that is jobs which students may enter when they leave school. Baer and Roeber (2:334–336) suggest that some of the following items be included in a survey form to collect information about local specific occupations.[2]

1. Occupation.
2. Firm.
3. Nature of work.
4. Age grouping of employees according to sex.
5. Number of full-time employees according to sex.
6. Number of part-time employees according to sex.
7. Number of skilled employees according to sex.
8. Number of beginners or apprentices according to sex.
9. Number of beginners or apprentices hired during last 12 months according to sex.
10. Number of racial groups.
11. Education required to enter occupation.
12. Additional training requirement (beyond high school).
13. Beginning weekly wage or salary.
14. Experienced workers' weekly wage or salary.
15. Minimum age for employing a new worker.
16. Maximum age for employing a new worker.
17. Most desirable age for a new employee.
18. Licensing or certification requirements.
19. Time necessary to learn job.
20. Supply of qualified workers.
21. Requirement concerning union membership.

[2] A pamphlet that may be helpful in planning a survey is: *Community Occupational Surveys*, V.D. Bulletin 223, U.S. Office of Education, United States Government Printing Office, Washington, D.C.

22. Permanent or seasonal work.
23. Policies and practices which affect workers on the job.
24. Lines of promotion to and from occupation.
25. Physical requirements of the job.
26. Working conditions of the job.
27. Special skills necessary for the beginner.
28. Desired personal characteristics.

Examples of forms used by the Sheridan, Arkansas, counselor in local occupational survey are found on pp. 177, 178, and 179.

In seeking community services or a list of places of employment, such services as telephone directories, chamber of commerce, city directories, and the like should be investigated.

Closely allied to the occupational survey is a survey concerning the educational institutions of the community. This provides data which can be used in assisting students to plan their future training. Clark and Murtland (8) suggest that the following items be included in an educational survey.

1. General information concerning the school.
2. Faculty.
3. Students.
4. Physical characteristics of premises.
5. Curriculum.
6. State examinations.
7. Cost of attendance.
8. Future of graduates.
9. Comments.

The extent of occupational information gathered about jobs in the community will vary with the size of the community. Regardless of the size, however, the guidance worker should obtain information about the possible occupational outlets for students in the community.

SELECTION OF OCCUPATIONAL INFORMATION

Because of the multiplicity of occupational information, careful consideration should be given to the type of material that is collected. Material that is current, authentic, usable for high school students, complete, and inexpensive should be sought. The Publications Committee of the Occupational Research Division of the National Vocational Guidance Association made the following outline to be used in evaluating the suitability of occupational material (*18*):

INTERVIEW FORM
FOR
AN OCCUPATIONAL SURVEY

Date _____
Interviewer _____

Name of Firm _____
Type of Establishment _____
Name and title of person interviewed: _____

Occupations (classify and name occupations)	Number of Employees		Min. Age Hrd.	Reasons: Health dropped Inefficiency taken Lack of training	No. taken on	Source of workers	Present Vacancies	No. Promoted	Beginning WAGE per week	No. Yrs. formal educa.	Special skills required	Is exper. necessary
	M	F			No.							

Labor Turnover (last 12 months)

1. Who should be contacted about employment? _____
2. Do you have application forms to be filled out? _____
3. Do you have a systematic training program? _____
4. On what basis is promotion made? _____
5. What workers do you have difficulty in obtaining? _____
6. What suggestions do you wish to make regarding this survey and the training of individuals? _____

7. Do you have open or closed shop? _____
Attach separate sheet if necessary.

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Sheridan, Arkansas _____, 1955

Family Name _____

Date _____

Number in Family _____

Children under 14: Boys _____ Girls _____

		Township _____			
Address _____					
Home Owner:	City ( );	Farm ( )	Size of Farm _____		Acres
Renter:	City ( );	Farm ( )	Size of Farm _____		Acres
Age Group	14 to 17	18 to 21	22 to 30	31 to 35	36 to 45	51 to 65	Over 65

Males—
  Employed
  Unemployed
  Desiring
  Employment

Females—
  Employed
  Unemployed
  Desiring
  Employment

IF A MANUFACTURING PLANT MOVED INTO THIS AREA, WOULD YOU LIKE YOUR NAME TO BE ON
A LIST FROM WHICH WORKERS IN THE PLANT ARE TO BE HIRED?   Answer to Above Question:
List below only those desiring employment: _____ Yes _____ No _____

Name _____ Age _____ Grade Completed _____
Experience _____

Name _____ Age _____ Grade Completed _____   Yes _____ No _____
Experience _____

Name _____ Age _____ Grade Completed _____   Yes _____ No _____
Experience _____

EMPLOYER SURVEY OF VOCATIONAL EDUCATION NEEDS

Name of Establishment _____ Address _____ Manager _____
Person to contact concerning training _____
Type of Business or Product _____

Job Titles	Number		Number New Emp. Hired in Last 3 years			Trend in Employment	Pre-Employment Courses that Would Be Helpful for Beginners	Courses that Would Be Helpful for Employees
	Full Time	Part Time	Beginners	Others				

Employees

Co-operative Education
For what jobs would you be willing to hire students who spend part time in school and part time on the job?
(These students may be paired, working and attending school alternately.)
School provides related or technical instruction:

General Remarks

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CONTENT[3]

I. History of the occupation
II. Importance of the occupation and its relation to society
III. Duties
    A. Definition of occupation
    B. Nature of the work
IV. Number of workers engaged in occupations (Give source, date, and area covered by figures used)
    A. Present number
    B. Distribution
    C. Trends and outlook
V. Qualifications
    A. Age
    B. Sex
    C. Special physical, mental, social, and personal qualifications excluding those obviously necessary for services in all types of work
    D. Special skills essential for performance on the job
    E. Special tools or equipment essential for the performance of the job which must be supplied by the worker
    F. Scores on tests for employment or selection
    G. Legislation affecting occupation
VI. Preparation
    A. General education
    B. Special training, including probable cost of training
    C. Experience
VII. Methods of entering
    A. Public employment service
    B. Special employment agencies
    C. Civil service examinations
    D. Apprenticeship
    E. License, certificate, etc.
    F. Other methods and channels
VIII. Time required to attain skill
    A. Special apprenticeship or union regulations
    B. Length of period of instruction on the job
    C. Length of time before median and maximum rates of pay are reached
IX. Advancement
    A. Lines of promotion; jobs from which and to which workers may be promoted

[3] Only the general and main subheadings are listed here under the section entitled "Content." The reader is referred to the original source for a complete analysis of specific items under each subheading.

B. Opportunity for advancement

X. Related Occupations

    A. Occupations to which job may lead

    B. Occupations from which one may transfer

XI. Earnings

    A. Beginning wage range

    B. Wage range in which largest number of workers is found

    C. Maximum wage received by most highly skilled

    D. Median and average salary, if available, and difference for sex and age groups

    E. Annual versus life earnings

    F. Regulations

    G. Benefits

    H. Rewards and satisfaction other than monetary

XII. Conditions of work

    A. Hours

    B. Regularity of employment

    C. Health and accident hazards

XIII. Organizations

    A. Employers

    B. Employees

XIV. Typical places of employment

XV. Advantages and disadvantages not otherwise enumerated

XVI. Supplementary information

    A. Suggested readings: books, pamphlets, and articles

    B. Trade and professional journals

    C. Other sources of information

    D. Lists of associations, firms or individuals who may provide further information

How Textual and Tabular Matter Should Be Presented

1. Statements, including the title, should be specific and exact, not general, inaccurate, or ambiguous. Qualifying words should be used to clarify meanings, not to embellish them and not to produce favorable or unfavorable attitudes.

2. All data, particularly those taken from the census, should be the latest available, should be well digested and accurately interpreted.

3. If tabular and graphic materials are embodied in the text, they should be accompanied by a well-integrated discussion explaining and interpreting the facts revealed in the tables and graphs.

4. Tabular material whether in the body of the text or in the appendix should be set up in proper form as to titles and headings, and it should indicate the source from which it was derived.

5. The text or footnotes should indicate the source of quoted nr paraphrased material, whether taken from printed matter, conferences, or interviews.

6. Transition between parts of the text should make clear interrelations and provide a complete picture of the occupation.

7. The occupation should be presented in its social and economic setting, both national and local, and not as an isolated phenomenon. There should be included some data on the social and economic background within which the worker finds his place. Objective data and evidence should be cited in presenting the occupation as a "way of life" in relation to activities on the job, which are determined by the nature of the work and are peculiar to the occupation.

REPORTING METHODS BY WHICH THE DATA WERE GATHERED

1. The book or pamphlet should state specifically what nrganization, group, or individual sponsored it. It also should state who gathered the material and should give information about these persons, such as their titles and occupations, their training and experience.

2. The publication should indicate the date when the material was gathered.

3. The publication should bear evidence of the methods used in gathering the material:

   A. The number and location of the establishment visited, especially when primary data collected by the Federal Government do not exist in order that the reader may judge whether an adequate sampling has been made.

   B. Library work performed, including study of census data.

   C. Number and kinds of schools visited.

   D. Number and kinds of organizations investigated.

   E. Number of persons interviewed. In many situations, only their positions and not their identity will be revealed.

4. The publication should show evidence that the findings have been validated and should indicate the means by which the validation has been accomplished, such as referral in final draft to certain recognized authorities or comparison with research studies bearing in part or in whole upon the subject of the publication.

5. It is desirable also that the publication indicate that it has been "tried out" on certain consumers of the type for whom it is intended.

STYLE AND FORMAT

1. The dates of publication should be given.

2. The style should be clear, concise, and interesting, but not too "chatty." The vocabulary and manner of presentation should be adapted to the readers to whom the material is addressed.

3. The format should be pleasing and attractive, the typography such as to

invite reading. The illustrations, cartoons, charts, and other visual aids should be of a quality to enhance the effectiveness of descriptive material.

4. There should be included a table of contents which carries subheadings as well as headings of chapters, an index if size of publication warrants, and an annotated bibliography in accepted and consistent form.

5. When material is republished, there should be evidence either that the contents have been revised or that they merely have been reprinted. Revised editions should carry the dates of original copyright as well as the dates of revision.

6. It is desirable that information be kept up to date and that provision be made for revision when the original publication is issued.

While the previous outline may seem rather lengthy and detailed to the beginning guidance worker, a detailed outline is a necessity for obtaining good occupational material. After the guidance worker uses the outline for selecting a number of occupational pamphlets, books, or monographs, he will notice that accuracy, recency, and usability are the main criteria for selecting material. It is obvious that in addition to the characteristics mentioned, the individual selecting material will have to consider the cost, for no school system has an overabundance of money. It is highly desirable to have information on as many occupations as possible. It is imperative to have information on the possible occupational outlets for the students that are given assistance.

Bedinger (3) recommends the following for a school starting a library of occupational information:

1. One pamphlet on each of one hundred occupations, beginning with those jobs in greater local demand, those in which students express an interest, and those that may stimulate students' interest.

2. One pamphlet on each of the following topics:
   A. Employment trends, national and local.
   B. Choosing a vocation.
   C. Getting a job.
   D. Good study and work habits.
   E. State and federal labor laws.
   F. Services of government agencies concerned with employment and worker welfare.
   G. Apprenticeship requirements and opportunities.

3. Catalogues from:
   A. All colleges and universities in the state.
   B. Other colleges and universities attended by the school's graduates.

    C. State and nearby trade and technical schools.

    D. Six recognized business schools and colleges.

    E. All approved schools of nursing in the state.

4. Directories of:

    A. Colleges and universities.

    B. Trade and technical schools.

    C. Correspondence schools.

5. Information on scholarships and loan funds available to the school students.

6. A subscription to at least one professional journal for the faculty.

7. A subscription to at least one periodical index of vocational and guidance information.

Filing of Occupational Information

To the beginning guidance worker the multiplicity of occupational outlets may seem tremendous. In the *Dictionary of Occupational Titles*, some 40,000 jobs are classified, and with our continuing trend in specialization the list is growing every day. While it is impossible to know all of these jobs and their description and nature, the counselor must know how they are grouped and classified in order to have an understanding of the world of work. A knowledge of these various classifications will be necessary to an understanding of the occupational world and to the classifying and filing of occupational material. The basic classifications with major occupational groups are as follows:

United States Employment Service Classification (27)

0 Professional and managerial occupations

1 Clerical and sales occupations

2 Service organizations

3 Agricultural, forestry, fishery, and kindred occupations

4 and 5 Skilled occupations

6 and 7 Semiskilled occupations

8 and 9 Unskilled occupations

United States Employment Service Classification of Inexperienced Workers (28)[a]

0-X Professional, Technical, Managerial Work

0-X1 Artistic Work

[a] Young and inexperienced workers cannot be classified in terms of specific occupations that are present in parts one and two of the Dictionary of Titles so the United States Employment Service made a classification into fields of work where the inexperienced worker could be placed according to his potentialities and characteristics which would lead to a specific occupational job.

0-X2 Musical Work
0-X3 Literary Work
0-X4 Entertainment Work
0-X6 Public Service Work
0-X7 Technical Work
0-X8 Managerial Work

1-X *Clerical and Sales Work*
1-X1 Computing Work
1-X2 Recording Work
1-X4 General Clerical Work
1-X5 Public Contact Work

2-X *Service Work*
2-X1 Cooking
2-X2 Child Care
2-X5 Personal Service Work

3-X *Agricultural, Marine, and Forestry Work*
3-X1 Farming
3-X8 Marine Work
3-X9 Forestry Work

4-X *Mechanical Work*
4-X2 Machine Trades
4-X6 Crafts

6-X *Manual Work*
6-X2 Observational Work
6-X4 Manipulative Work
6-X6 Elemental Work

OCCUPATIONAL GROUPS IN THE UNITED STATES CENSUS (26)

1. Professional, technical, and kindred workers
2. Farmers and farm managers
3. Managers, officials, and proprietors, except farm
4. Clerical and kindred workers
5. Sales workers
6. Craftsmen, foremen, and kindred workers
7. Operatives and kindred workers
8. Private household workers
9. Service workers, except private household
10. Farm laborers and foremen
11. Laborers, except farm and mine

INDUSTRIAL STRUCTURE (25)

Division A: Agriculture, forestry, and fisheries
Division B: Mining
Division C: Construction
Division D: Manufacturing
Division E: Wholesale and retail trade
Division F: Finance, insurance, and real estate
Division G: Transportation, communication, and other public utilities
Division H: Services
Division I: Government

The industrial classification of occupations is made according to industries rather than to job type. For example, all jobs in the construction would be classified in Division C, but specific jobs in this industry might vary from the job of the cement worker to that of the electriciao. To many students, choosing a career means choosing an industry rather than an occupation. This often occurs because (2:12–13):

1. Industry has been surrounded with unusual glamour and publicity, as aviation and television.
2. A parent, relative, or friend of the counselee has had a satisfactory working experience in that industry.
3. A labor market area is dominated by a single industry.
4. The counselee is unable or unwilling to pursue a lengthy period of training and thus wishes to enter the labor market as soon as possible.

Each school should develop some functional system of classifying and filing unbound occupational materials. Occupational books and bound materials can be classified by a regular library procedure. The type of filing system will vary from school to school and will depend to some extent upon the location of such information. It seems desirable that the counselor and the librarian coördinate their efforts in the establishment of a vocational information library. The primary purpose of vocational material is *use*; therefore, it should be located where the maximum number of students and faculty will utilize the data. In most cases this location will be the school library, but in some schools it may be the counselor's office. Regardless of location, the specific filing method should meet the following criteria (2:369–370):

1. The filing plan should be simple so that an inexperienced person can find the information.
2. The filing plan should be expandable to meet new needs and facilities.

3. The filing plan should be sufficiently attractive to make a desirable impression.
4. The plan should be psychologically appropriate and thus be based on needs of students.

Many schools file occupational material according to the *Dictionary of Occupational Titles* classification. Counselors like this classification because, once it is established, it provides files for all of the specific occupations, and because it is organized according to level of qualification and training necessary for the respective occupations. Students can learn to use such a filing system though it may present some difficulties to them. If clerical help is used in maintaining the files, such help will have to be given instruction in the organization of the files. Because of these difficulties, several commercial filing systems have been produced. Commercial plans that are available are as follows:

1. Science Research Associates Occupational Filing Plan:[5] This plan is an alphabetical arrangement and a guidebook is furnished with the plan. It is so simple that students can easily use it without assistance.
2. New York Department of Education Plan:[6] This plan is arranged according to the *Dictionary of Occupational Titles* except that it omits unskilled jobs. It can be easily expanded by using the DOT but is more difficult to understand than the alphabetically arranged system.
3. The Michigan Plan for Filing and Indexing Occupational Information:[7] This plan is an alphabetical arrangement according to fields of work. The fields-of-work designation is based on the *Dictionary of Occupational Titles*. The system is easy to understand and students can use it successfully without assistance.

In addition to commercial plans many counselors use a "homemade" plan of filing occupational information. The references at the end of the chapter suggest further reading concerning individual plans.

Administration of the Occupational Information Service

In developing an adequate occupational information service, one must purchase, file, and put into use the materials necessary for developing the service. Problems involved in the administration of this service concern (1) personnel, (2) budget, (3) housing facilities, and (4) publicity (2:399-403).

[5] May be purchased from Science Research Associates, Chicago, Illinois.
[6] May be purchased from the Chronicle Press, Moravia, New York.
[7] May be purchased from the Sturgis Printing Company, Sturgis, Michigan.

The counselor should assume leadership in developing and maintaining the informational service although the librarian or some other person may be directly in charge of it. It should not be overlooked that students are capable of assuming many responsibilities in the developing and maintaining of an occupational information service. Students may act as assistants and student clubs may be used to publicize the information. Many values are derived by students from such experiences and responsibilities.

While much occupational information is inexpensive or free, it should not be assumed that the service can operate without a budget. It requires some money to purchase material, provide filing equipment, and keep materials up to date. Many ingenious plans have been developed for making home-made files, collecting free information materials, and using community support to operate an occupational service. Needless to say, there should be a definite sum of money allocated to this service for monthly expenditures.

Housing facilities usually require a central location and involve the need for shelves and filing cases. The most common place for the occupational information service is the library where shelves, a reading table, and chairs are available.

The frequency of use of occupational information material is commensurate to the publicity given it. Every school which has an occupational information library should inform students and teachers of the available materials. Bulletin boards, display racks, articles in the papers, and assemblies can be used advantageously to publicize the service.

USE OF OCCUPATIONAL MATERIALS

The primary aim of the occupational information service is to have students, teachers, and counselors use the material gathered. Occupational materials are usually used in (1) individual counseling, (2) subject-matter classes, and (3) occupational courses.

Baer and Roeber (2:425–426) suggest the following uses of occupational information in the counseling interview:

1. Exploratory Uses: Occupational information used to help the counselee to make an extensive study of the world's work or selected fields of occupations.

2. Informational Uses: Occupational information used to aid the counselee to make an intensive study of a few occupations.

3. Assurance Uses: Occupational information used by the counselee to assure

himself that he has made an appropriate choice of vocation or that he has abandoned an inappropriate vocational choice.

4. Adjustive Uses: Occupational information used to assist the counselee to gain the insight necessary to change attitudes and ultimately to change his plans from an inappropriate to an appropriate vocational choice.

5. Motivational Uses: Occupational information used to arouse the counselee's interest in schoolwork or in vocational planning.

6. Holding Uses: Occupational information used as a means of holding the counselee until he gains some insight into his real needs and into his behavior.

7. Evaluative Uses: Occupational information used to check the accuracy and adequacy of the counselee's knowledge and understanding of an occupation or family of occupations.

8. Startle Uses: Occupational information used to see if a counselee shows signs of certainty or uncertainty after he chooses a particular vocation.

Occupational information may be used in a variety of ways that involve groups of students. Occupational information can be used in field trips, displays, career days, interest clubs, assemblies, and occupational courses. Research indicates that maximum benefit results when occupational orientation in groups is combined with individual counseling (23). The effectiveness of presenting occupational material to groups of students will depend upon the proper use of group techniques and the proper psychological motivation of the students.

The presentation of occupational information in subject-matter classes is useful not only for occupational orientation but also for motivating students in their study activities. Some steps that a teacher may use in developing a relationship between his school subjects and occupations are:

1. Try to discover sources of occupational information and see how this information is related to the subject he teaches.
2. Try to arouse the student's interest in an occupation related to the subject by discussing the relationship of the specific course and various occupations.
3. Have students make charts listing jobs relating to the subject matter and place these charts in the room where the subject is taught.

The counselor should advise teachers on the proper use of occupational information in subject-matter classes and assist them in seeking appropriate materials.

Occupational information can be used effectively in occupational courses. Because the subject of such courses is discussed in Chapter 11,

the reader is referred there to review techniques and procedures for developing and using occupational materials in a course.

SUMMARY

The process of vocational guidance entails assisting the individual in his efforts to choose his occupation, to prepare for entrance into it, to enter it, and to make progress in it. Hence supplying occupational information becomes a very important aspect of the vocational guidance process. There are many different types of occupational material; the material may be classified according to the originality of the research, geographic scope, industrial scope, special aspects of an occupation, and methods of presentation. Numerous sources of occupational material are given in this chapter but emphasis is placed on obtaining material that is current, authentic, usable, complete, and inexpensive. Standards to be used in the gathering of occupational material are presented and several methods for filing occupational material are discussed.

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Administration of the Counseling Service

THE counseling service is frequently referred to as the heart of the guidance program. Through counseling the student is given assistance in analyzing his problems, making decisions, and devising plans. The counseling process is the chief medium whereby the information gathered about the student and his world of work can be utilized to assist the student in self-development.

While guidance authorities do not question the value or place of counseling, there exists much confusion concerning the nature and results of the counseling process.[1] Arbuckle (5) summarizes the confusion by stating that counselors still tend to think of counseling all the way from the broad, all-inclusive omnibus definition which makes counseling and guidance practically synonymous to the much narrower concept of counseling as being synonymous with psychotherapy. It is not the purpose of this chapter to go into a lengthy discussion concerning the nature of the counseling process, but some consideration will be given to various views before a definition of counseling is presented.

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[1] Some writers feel that counseling is nothing more than good teaching while others will restrict or limit counseling to a process of psychotherapy. On the other hand, some counselors claim the interview to be the only method or tool of the counselor whereas others proclaim that the interview is only one of a number of techniques and tools that the counselor uses. To further confuse the issue, some restrict a definition of counseling to be performed only by the highly trained clinician in a person-to-person situation, while others imply that counseling can be performed by the untrained and that there is such a thing as group counseling.

the Population, Washington, D.C., U.S. Government Printing Office, 1953, vol. II, part I.

27. U.S. Department of Labor, Bureau of Employment Security, *Dictionary of Occupational Titles*, 2nd. ed., Washington, D.C., U.S. Government Printing Office, 1949, vols. I–II.

28. U.S. Department of Labor, U.S. Employment Service, *Dictionary of Occupational Titles, Entry Occupational Classification*, Washington, D.C., U.S. Government Printing Office, 1949, part IV.

role of the counselor in the counseling process. Such writers as Williamson, Erickson, Wrenn, Darley, and Hahn and MacLean typify the viewpoint known as the directive; while Rogers, Snyder, Porter, and Arbuckle represent the nondirective viewpoint.

Directive Viewpoint

The basic assumption of the directive school can be summarized as follows (36):

1. The counselor has superior training, experience, and information and is competent to give advice about how a problem is to be solved.
2. The maladjustment of an individual does not entirely impair the intellectual ability of the client; hence, counseling is primarily an intellectual process.
3. Because of such factors as bias and lack of information, the client is not always capable of solving his problems.
4. The objectives of counseling are achieved primarily through a problem-solving situation.

The role of the counselor, as typified by the directive viewpoint, can be portrayed by presenting the steps the counselor uses (38):

1. Analysis—the collection of pertinent data by a variety of tools and techniques.
2. Synthesis—the mechanical and graphic organization of the data.
3. Diagnosis—drawing a conclusion about the cause of the disturbance.
4. Prognosis—a prediction of the future development of the student's problem.
5. Counseling or treatment.
6. Follow-up or evaluation.

Nondirective Viewpoint

Snyder (33) summarizes very effectively the basic assumptions of the nondirective school. They are listed as follows:

1. The client has the right to select his own life goals even though these goals may be at variance with those that the counselor might choose for him.
2. The client will, if given the opportunity, choose for himself the goals most likely to result in the greatest possible happiness.
3. In a reasonably short time and by means of the counseling situation, the situation should develop to a point at which the client will be able to operate independently.
4. An emotional disturbance or block is the primary cause of preventing an individual from adjusting properly.

What Is Counseling?

A fruitful approach to defining counseling is to ascertain the common elements of agreement among the various counseling theorists. Arbuckle (6) lists three areas of agreement: (1) Counseling is a process involving two people. (2) The basic objective of counseling is to assist the individual to solve his problems independently. (3) Counseling is a professional task for professionally trained people. Another writer extends the number of common elements to the following five (10): (1) It is necessary to establish a relationship of mutual respect or rapport between the two participants, (2) communication between counselor and client proceeds by various approaches regardless of the counseling techniques employed, (3) every counselor brings to his work a breadth and depth of knowledge, (4) the counselee expresses change in feelings as he progresses in counseling. These changes occur regardless of the counseling method utilized, and (5) every successful counseling interview is structured. Ross (28) points out the following Freudian concepts that are basic to all counseling: (1) Recognition of a state of conflict, (2) acknowledgment of the unconscious, (3) the role of repression, (4) dependence and transference, (5) the acquiring of insight, (6) emphasis on corrective emotional experience, and (7) the objective and accepting attitude of the therapist.

Summary of Common Elements

The following summary of common elements is presented as derived from the preceding discussion:

1. Professional counseling is a process involving only two persons.
2. The aim of counseling is to help the counselee to become self-directive.
3. Rapport is essential for effective counseling.
4. Communication between counselor and client is accomplished in many different ways.
5. Counseling should be performed by a professionally trained person.
6. In effective counseling the client's feelings progressively change.
7. The counseling situation must be structured.
8. Referral is a common technique in counseling.
9. Counseling involves the client's recognition of a state of conflict and of his inability to solve the conflict.

While there are a number of common elements, there are areas of disagreement concerning the nature of the counseling process and the

veyors feel counselors should not perform (21). However, in order to have an efficient counseling service, a number of counseling activities are necessary. Prior to discussing some of the specific activities performed by the counselor, consideration will be given to some basic principles upon which all counseling should be founded.

Guiding Principles of Counseling

The effective counselor has certain beliefs, knowledge, and skills which he uses as guideposts in his counseling. Without these guiding principles, counseling will be ineffective or at best inefficient. Some of the philosophical premises basic to all counseling are:

1. Every individual is of fundamental worth.
2. Adjustment in our society is a continuous process and every student should have assistance in making an adequate adjustment.
3. The individual has the right to make choices and must accept the responsibility that accompanies these choices.

These philosophical statements provide a sound foundation for effective counseling. In seeking a person to perform counseling duties, the administrator should select someone with such beliefs.

In addition to certain philosophical principles, the counselor must also have some guiding operational principles. These principles are formed through the development of skills, abilities, and knowledge. Hahn and MacLean (18) have aptly proposed such a group of counseling principles as follows:

1. Counselors should work within the limits of their professional competence.
2. Counseling should not be forced on individuals with problems.
3. Counseling must strive to develop the client's understanding of himself and his environment.
4. The counselor should act as a special type of corrective mirror.
5. The counselor should aid the counselee to accept himself as the mirror shows him to be.
6. The counselor should not close educational-vocational doors without opening others.
7. The counselor should help the counselee to consider all practical educational-vocational alternatives.
8. Final educational-vocational decisions must be made by the counselee.
9. Counselors must search out all angles of a counselee's problem and use all pertinent tools and techniques in its solution.

Carl Rogers, the leading nondirective exponent, has outlined the role of the counselor by listing the following steps in the counseling process (27):

1. The counselor defines the helping situation.
2. The counselor is permissive so that the client feels free to express his feelings.
3. The counselor recognizes and clarifies the negative and positive feelings of the client.
4. As insight begins to develop in the client, the counselor continues to reflect and clarify the new feelings of the client.
5. The counselor watches for signs indicating that the counseling situation should be terminated. Client or counselor may suggest termination.

Many writers purport to follow an eclectic viewpoint. They use such method or technique as seems appropriate to the client, the time, and the counseling situation. These proponents feel that they are taking the best from each philosophy and applying it as the situation demands, in addition to applying techniques which they feel are identified with and peculiar to the eclectic. The present writers are inclined towards this viewpoint because research has shown that all types of counseling techniques justifiably claim some success. In addition, research indicates that it is not an either-or situation but a continuum depending upon the counselor, the client, and the situation. Therefore, we present our definition of counseling as follows: *Counseling is a mutual learning process involving two individuals, one who is seeking help from a professionally trained person, and the other, who by reason of his breadth of training and background, uses many adjustment techniques and methods in assisting the individual to orient and direct himself toward a goal leading to maximum growth and development in a social and democratic society.*

In clarifying the preceding definition, it might be stated that such a definition of counseling applies only to general clinical counseling performed at the highest professional level. Different levels of counseling are recognized and our definition would not include all types of counseling performed at all levels.

What Are the Duties of the Counselor?

The duties of the counselor should be commensurate with his qualifications and the amount of time he has available. One survey indicated that counselors perform a wide variety of duties, many of which sur-

tional and training opportunities and requirements.
4. A counselor conducts interviews including informational and counseling interviews.
5. A counselor establishes community working relationship.
6. A counselor does follow-up work.
7. A counselor creates favorable public reaction and support.
8. A counselor provides suitable physical facilities and services.

The preceding duties are closely related to the basic guidance services and to the administrative aspects which accompany these services.

Although these duties were outlined a number of years ago, they are still accepted, with minor changes, by most authorities as the primary functions of the counselor. For example, a recent committee (9) working on competencies and training of guidance workers agreed that, at all educational levels, the professional guidance worker assists individuals and groups with problems in the following ways:

1. By helping students during pre-admission and orientation to understand what is expected of them in their new educational and social environment.
2. By providing the service of individual analysis designed to increase an understanding of the interests, abilities, aptitudes, and adjustment of each student.
3. By presenting, as needed, information relating to educational, vocational, social, and emotional problems.
4. By performing follow-up studies to determine the effectiveness of educational services which have been rendered.
5. By organizing and implementing research designed to advance the aims and purposes of guidance.
6. By promoting the aims of guidance through continuous coördination and interpretation of information beneficial to parents, staff, and administration.

This report summarizes very aptly the duties of the present-day counselor.

Duties Counselors Should Not Perform

Frequently, guidance programs fail or operate ineffectively because counselors are performing miscellaneous duties not conducive to helping the individual student. By no means is there agreement, even among counselors, concerning what counselors should do. In a comprehensive study, Hitchcock (21) found that:

1. Of 986 counselors who now assist pupils who are failing school work, 41 percent do not feel that assistance to failing students is their job.

The principles here presented are oriented toward the highly trained professional counselor. However, many persons performing counseling functions are individuals teaching part time and counseling part time. Such individuals do not have the training which is highly desirable but, nevertheless, are performing their duties to the best of their abilities. Some suggested guiding principles for the teacher-counselor are (20):

1. Capitalize on a student's success.
2. Understand the role of emotions in human behavior and allow free expression of emotions during an interview.
3. Do not pass judgment on a student's behavior.
4. Understand the mechanisms of abnormal behavior and recognize the fact that the behavior of an individual is related to his needs.
5. Consider the effects of environment on one's behavior.
6. Remember that nearly *all* students benefit from good counseling.
7. Strive to be personally well adjusted.
8. Consider the student as a whole person who brings all of his experiences to school with him.
9. Distinguish between counseling and teaching.
10. Be straightforward and objective.
11. Center the interview around the problem described by the student.

Duties Counselors Should Perform

If one observes in schools where counselors are employed, he will find that individuals performing counseling activities have a variety of duties. These duties will vary from school to school and from person to person. What should be the duties of the individual called a counselor? No list of duties will be sufficient to cover all levels of counseling, size of school, or every level of education. However, consideration should be given to the proper assignment of counseling duties so that the counselor may assume and perform his role effectively. One of the first attempts to define a counselor's duties was made by a group of people interested in the guidance field. The report of their work was published by the U.S. Office of Education. In their job analysis of counseling, they reviewed the duties of the counselor as follows:

1. A counselor secures data about the counselee.
2. A counselor secures and makes readily available adequate data about job opportunities and trends and about the kinds and amount of skills and traits required.
3. A counselor secures and makes readily available information about educa-

form the counselor's functions may require a great deal more training than those required by the teacher. Nevertheless, both teacher and counselor perform necessary counseling functions at their respective levels of competency.

Qualifications of Counselors

The training and qualifications of those who do counseling should be commensurate with the duties expected of them. The professional counselor should be qualified to perform all of the duties that are required for the effective establishment and operation of the basic guidance services. The following discussion will consider briefly the desirable qualifications of the professional counselor.

PERSONAL QUALITIES

A number of writers have pointed out some of the desirable personal attributes that should be found in counselors (23). A Professional Standards Committee of the American College Personnel Association recommended the following as desirable personality and character qualities for effective personnel workers (24):

1. Social sensitivity; empathy; interest, and fondness for people; respect for the needs of others; a civic sense; a concern for the common lot of mankind.
2. Leadership ability; ability to stimulate and to lead others; ability to make a decision and to move toward the completion of a task; dependability.
3. Ability to work in harmony with colleagues; ability to get along well with lay people; acceptance of differences in viewpoint; tolerance.
4. Warmth in interpersonal relationships; friendliness.
5. A sense of humor.
6. Acceptable personal appearance; reasonable grooming; absence of objectionable mannerisms.
7. A loyalty to and an enthusiasm for the cause of education; a dedication to service in student personnel work; a strong sense of professional ethics; patience coupled with faith in the outcome.
8. Self-respect; wholesome philosophy and way of handling one's own problems; self-reliance and confidence.
9. Integrity; an acceptable value-system; significant spiritual and religious convictions, interests, and appreciations.

EXPERIENCE

Because the professional counselor usually works in an educational setting, it is desirable that he shall have had some successful educa-

2. Of 1,154 counselors who now assist pupils with course planning, 40 percent do not feel that assistance in course planning is their job.
3. Of 1,152 counselors who now assist pupils with occupational plans, 40 percent do not feel that giving such assistance is their job.
4. Of 1,101 counselors who now assist teachers with pupils' problems, 37 percent do not feel that rendering such assistance is their job.

These findings suggest that many counselors need more orientation to guidance philosophy and greater clarification of their role in the educational process.

To gain maximum counseling benefits for students, the administrator should not assign to counselors clerical duties, substitute teaching, checking absentees, sponsoring extracurricular activities, or the performance of any activity that will hinder the counselors in organizing those functions which will assist the individual student. To assign the counselors such miscellaneous activities is like assigning teachers only study hall duty.

WHO SHOULD COUNSEL?

The history of guidance is replete with writings concerning the problem of whether teachers or specialists should do the counseling. This is a basic issue which every administrator must face in initiating a counseling program. The advocates of the use of teachers as counselors point out that teachers are in close contact with the student and are, for that reason, in a good position to know the student's needs, desires, and problems. They are also charged with the responsibility of selecting educational experience congruent to a student's needs and thus play a very important role in his adjustment.

On the other hand, the specialists usually argue that the primary responsibility of the teacher is to assist the student in his intellectual development and that teachers do not have the training, nor the time, to use in the application of the necessary adjustment techniques. They stress the fact that an effective counselor must have specialized training which is far beyond that which the average teacher receives.

The disagreement between teachers and specialists has been largely resolved with the concept that there are various levels of counseling and that, in an effective guidance program, personnel with skill at all levels of competencies are necessary. For example, the teacher will perform certain counseling duties while the counselor will perform certain other counseling functions. However, the competencies necessary to per-

II. *Relationships in the Total School Program and Community*

The purpose of this area is to aid guidance-worker trainees in developing an understanding of relationships within the school and community.

The training in this area should include a thorough understanding of the purposes, objectives, and curriculum of the school, and of the relationships of the community to the program of the school.

Typical courses included in this area are: Fundamentals of the Curriculum and Curriculum Development, Philosophy of Education, Social Change, Rural-Urban Sociology, Community Organizations, and Economic and Social Problems of the Family.

III. *Duties and Competencies of the Guidance Worker*

Training in this area constitutes the heart of the preparation program of guidance workers.

Work in this area should develop in the guidance-worker trainee the necessary competencies to perform adequately the job in practical situations.

Areas of Training Considered Essential for the Attainment of the Objectives in This Area

A. *Philosophy and Principles of Guidance.* Study in this area would assist the individual in securing an over-all view of guidance activities, in developing his own philosophy of guidance services, and in selecting those practices in harmony with his own philosophy. Courses usually included in this area are: Introduction to Guidance Services, Basic Course in Guidance, Principles and Practices of Guidance, Introduction to Student Personnel Work, and Fundamentals of the Guidance Program.

B. *Understanding the Individual.* Study in this area would assist the student in his analysis of the processes involved in the development of the personality of the individual and in understanding his problems and adjustments. Techniques for the analysis of the individual and collection of objective information would be included. Courses usually included in this area are: Diagnostic Tools and Techniques, Tests and Measurements, Analysis of the Individual, and Projective Techniques.

C. *Educational and Occupational Information.* Study in this area would include a study of current occupational opportunities, employment conditions, job requirements, training facilities available, educational facilities, placement, and socioeconomic trends. Courses usually listed in this area are: Occupational and Educational Information, Community Surveys, and Occupational Analysis.

D. *Counseling.* This area would include the study of those special skills and techniques used by successful counselors. The information learned about individual adjustment would be utilized in helping the individual to find

tional experience. Many jobs require that the counselor have some successful teaching experience, and some states require a person to have from one to three years of successful teaching experience to qualify for the counselor's certificate.

Because of the nature of a counselor's duties, the counselor should have a breadth of experience. Therefore, it is very desirable for the prospective counselor to have a background of work experience in addition to educative experience. Work experience in business and industry, employment service work, vocational rehabilitation, and co-operative work experience programs are all desirable experiences which will add breadth to a counselor's background.

If a counselor is going to be working in the elementary schools, it would be highly desirable for him to have some experience with children and teaching at that level. Counselors should possess the experience essential for the attainment of a broad perspective of the situation in which they are employed.

TRAINING

The training of the professional counselor should be comparable to the duties expected of him and the competencies required to perform these duties. In a previous discussion, the duties of the counselor were outlined and suggested competencies were presented. While there is no universal agreement concerning the areas of training for the professional counselor, there are general areas which most authorities agree upon (*18, 27, 37*). If the individual has completed all of the training, it is expected that he will be at or beyond the master's degree level.

A committee at the Southern States Workshop outlined the following as areas of training for the professional guidance worker (*9*):

I. Human Growth and Development

The purpose of training in this area is to develop in the guidance-worker trainee an understanding of the individual and of his problems of behavior, learning, and adjustment.

The training in this area should provide a thorough understanding of learning, individual differences, adjustment, behavior, readiness, attitudes, ideals, beliefs, motivation, and growth and development.

Courses usually included in this area are: Psychology of the Personality, Individual Differences, Psychology of the Adolescents, Mental Hygiene, Abnormal Psychology, Educational Psychology, Behavior Problems in Children and the Family.

ferences, workshops, demonstrations, and visits to other schools are all good techniques to use in assisting teachers to become better acquainted with guidance functions and to acquire competency for performing these functions.

Code of Ethics for Counselors

All professions have developed rules and regulations in the form of codes which are used to govern the conduct of their members. The American Psychological Association has established ethical standards for psychologists (*1*). In this code, principles have been established around the following areas: (1) public responsibility; (2) client relationships which involve maintaining standards of service, safeguarding the welfare of clients, guarding professional confidences, informing the client of the nature of the relationship, reporting results of clinical work, establishing fees for clinical services, making referrals, handling medical problems in psychotherapy, and informing the public of such services; (3) teaching of psychology; (4) research; (5) writing and publishing; and (6) professional relationships. Gluck and others (*16*) examined the code of ethics for the professions of law, medicine, psychology, and social work. They selected items from these codes which appeared to be applicable to counselors. The examination resulted in a collection of 104 items pertaining to the conduct of counselors. This list of items is worthy of the attention of all individuals preparing to perform or already performing counseling duties. The reader is referred to Chapter 5 for additional information concerning ethics for the guidance worker.

Professional Affiliations for Counselors

It is very desirable that an individual who is striving to grow and progress in the counseling profession affiliate with and work in the professional organizations. Through such affiliation, he is contributing to the professional growth of others as well as increasing that of himself. The parent organization of the guidance worker is the American Personnel and Guidance Association. It has a membership of approximately 7500 persons who are engaged in various phases of personnel and guidance work in such fields as education, business, industry, government, social agencies, and service organizations. The organization publishes *The Personnel and Guidance Journal* and maintains a headquarters office under the direction of an executive secretary.

solutions to his problems. Courses which are frequently included in this area are: Techniques of Counseling, Psychological Counseling, Clinical Psychology, and Psycho-Educational Therapy.

E. *Organization and Administration.* The purpose of study in this area is to provide information for use in the planning and operation of guidance programs. The study would give consideration to pre-admission and orientation services, group orientation, equipment, personnel, administrative relationship, community coöperation, teacher coöperation, and in-service training programs. This study usually includes courses entitled: Organization and Administration of Guidance Services, or Administrative Relationships in the Guidance Program.

F. *Supervised Experience in Counseling.* Study in this area would enable the prospective counselor to have practical experience in applying the theories and principles he has learned. Through practical experience under the supervision of the competent counselor, the student could obtain experience gradually and profit from the experience of his supervisor. Courses usually included in this area are: Internship in Counseling, Practicum in Counseling and Guidance, Clinical Practice, and Guidance Laboratory.

IV. *Conducting, Interpreting, and Using Research*

The purpose of study in this area is to develop within the guidance-worker trainee the fundamental skills in the understanding and the use of research as it pertains to the total school program.

Study in this area would train the prospective guidance worker to make regular and scientific evaluations of the objective information accumulated; it would also enable him to present this information to teachers and administrators effectively so that the information could be utilized in improving the instructional program. Courses usually included in this area are: Statistics and Research, Educational Research, Statistical Concepts, and Evaluational Techniques.

It should be recognized that many persons selected to do counseling and guidance work will not have the training necessary to perform all desirable functions. However, many of these individuals will possess the desirable personal attributes and experience necessary to the effective counselor. The administrator of the guidance program should be cognizant of that fact and prepare an adequate system of in-service training for such individuals. Counselors who have little or no professional training should be encouraged to attend summer and evening courses to learn techniques which will improve their competency. Where qualified personnel are available, in-service seminars can be arranged by the administrator to teach in these areas of training. Con-

sible for other duties, it is imperative that this released time be "free" time and not a screen for performing other duties such as sponsoring groups and classes, supervising extracurricular activities, or doing substitute teaching.

There is no exact way to ascertain the amount of released time that will be necessary for the counselor to perform his duties; the amount of time will naturally depend upon the counseling load. There are many factors which must be considered in determining the number of counselees assigned to one counselor. Some of these factors might be: the number of the counselor's other duties, the age level of the students to be counseled, whether or not the counselor will have the same students for one year or for four years, the professional training of the counselor, and the personality of the counselor. Erickson (13) suggests that 100-150 counselees would be a desirable number to assign to one counselor. Whether or not this is a desirable number would depend upon the number of hours the counselor is free for counseling. Froehlich (15) feels that a ratio of 50 students per free period for each counselor is more realistic but still too high in terms of standards normally set for instruction. Thus a half-time counselor would be assigned 150 counselees.

Probably the most realistic and effective approach to the problem of counselor load and the time problem is the one presented by Warters (34). She states "When a group of counselees of the size of the average class group is considered equivalent to a class group and financial provision is made accordingly by legislation or ruling of the state department of education, when teacher-counselors are assigned counseling groups instead of class groups and not in addition to a full class load, and when counselors give as much time to counseling groups as to class groups, then perhaps proper provision can be made for student personnel work, provided, of course, that the teachers who serve as counselors are properly qualified to carry out their guidance functions." Under this system counseling would be given status equivalent to instruction status which seems desirable if counseling is to be effective.

Closely allied to the problem of providing time for counseling is the determination of methods for initiating contact between the student and counselor. The student usually comes to see the counselor by one of three methods: (1) the student comes in on his own accord because he feels the need for help, (2) the counselor summons the student for counseling, and (3) the student is referred to the counselor

Because of the diversity of interests of its members, the association maintains five special interest divisions:

1. American College Personnel Association: Eligible for membership are those people who spend at least half their time in some kind of student personnel work, teaching, administration, or research, in a college, or doing personnel work in industry, government, or a public agency, and have at least a master's degree in an appropriate field of study. Graduate students may become associate members.

2. American School Counselors Association: Interested in joining this division will be those individuals who have released time for performing guidance duties in a school below the college level and have completed eight semesters in the areas of mental hygiene, guidance services, testing, and methods, and technique of counseling.

3. National Association of Guidance Supervisors and Counselor Trainers: This organization is open to an administrator or supervisor of guidance, working on a state or national level, a counselor trainer in an educational institution (university or college) preparing prospective counselors, or a former guidance supervisor or counselor trainer now engaged in professional guidance service work.

4. National Vocational Guidance Association: There are no special requirements for membership in this division except an interest in the personnel and guidance movement. However, there is a professional membership classification within NVGA and to attain this status the applicant must possess certain training and experience.

5. Student Personnel Association for Teacher Education: This division of APGA is designed for those who do student personnel work in a teacher-educator institution affiliated with the American Association of Colleges for Teacher Education.

In addition to the APGA, Division 17 of the American Psychological Association, entitled Counseling Psychology, emphasizes the professional growth of counselors. The professional counselor should participate in the activities of various regional, state, and local groups as such affiliations will afford maximum benefit for the individual and the profession.

MAKING PROVISIONS FOR COUNSELING

Providing Time for Counseling

For an effective counseling service to ensue, the administrator must provide the counselor with some released time for counseling with the individual students. Where the counselor teaches part time or is respon-

Such contacts would be very valuable in fostering a better understanding among the participants involved of the services being performed. Such efforts should increase the self-referrals and decrease the number of forced counseling sessions.

Planning and Using Physical Facilities

A primary consideration in implementing the counseling service revolves around the counselor administrative skill in anticipating and planning the use of the physical facilities of the school. Certain basic physical facilities are necessary to effective counseling. Many counselors will have to utilize existing facilities rather than new ones; probably no counselor will have an ideal situation.

One of the first requirements is a room that will insure privacy for counseling. Privacy is necessary for good interviewing as no one likes to discuss personal problems within the hearing of a secretary or another teacher. The room should be large enough to accommodate a desk, some chairs, and some files, but it should not be overcrowded with furniture. It is desirable that the room be attractively decorated, that it have clean walls, attractive draperies, and pleasing pictures. It should be pleasant in appearance; it should be adequately ventilated, heated, and lighted. While the counselor and the counselee are the important people in the counseling situation, environmental conditions often contribute to or detract from the effectiveness of the counselor-counselee relationship. The room should be easily accessible to students, teachers, and parents; it should not be located on the busiest hall or near the gymnasium where excessive noise is likely to interfere with or interrupt counseling. If the school employs more than one counselor, all offices used for counseling should be located close together so that each counselor may have easy access to the students and the records.

In addition to a counseling room, it is necessary to have a room for testing. Usually such a room need be large enough to accommodate only small groups; the majority of the testing is ordinarily done in a classroom or the auditorium. In the testing room or adjacent to it there should be adequate storage room in which to keep a file of tests and other supplies. The testing room might also serve as a conference room for the counselor, students, or teachers. When the counseling room is separated from the testing and storage rooms, interruptions and interference can be held to a minimum.

The location, design, and use of the physical facilities for counseling

by some teacher, administrator, or other interested person. It is usually assumed that counseling is more effective if student-counselor contacts are initiated by the first method. If this be true, it then is important that the students become aware of the counselor, his functions, and the values of counseling. Orientation to the counseling service might be conducted through the homeroom, orientation programs, assemblies, or group-testing procedures. The counseling services might be publicized through written material such as student handbooks, school newspaper, bulletin board materials. Caution should be exercised to prevent the belief that the counseling service is a cure-all for all types of ailments.

A great deal of thought and consideration should be given to seeing that counseling services are so planned as to reach those who can profit from counseling. Wattenberg (35) points out that certain types of information appearing in the school records actually give indications of potential delinquency and emotional disorders, and that it may be wise for the counselor to establish contact with individuals who indicate such disorders before serious adjustment problems arise. On the other hand, the counselor should not spend an excessive amount of his time with students who have the resources to solve their own problems nor with those individuals who are in dire need of psychiatric help.

Every effort should be made to publicize the counseling service to parents, for through such efforts parents are placed in a desirable position to refer their children to the counselor. Talks before civic clubs, participation in community groups, and counselor-parent conferences are desirable methods for publicizing the service. One school arranged a student-parent-counselor conference to which the parents were sent the following invitation on a postcard (22):

We are planning to have a conference with _____(Student)_____ sometime during the week of _____(Date)_____ about his, her high school program. Your presence at the conference would be very helpful. If you will let us know when you can come by filling out and returning the attached card, we will arrange to have the conference at your convenience.

In Canton, South Dakota, the Superintendent of Schools writes a letter to the parents inviting them to come to the school and look through the information gathered about their children. Invitations are issued to parents to attend group classes and discuss the vocational plans of their children.
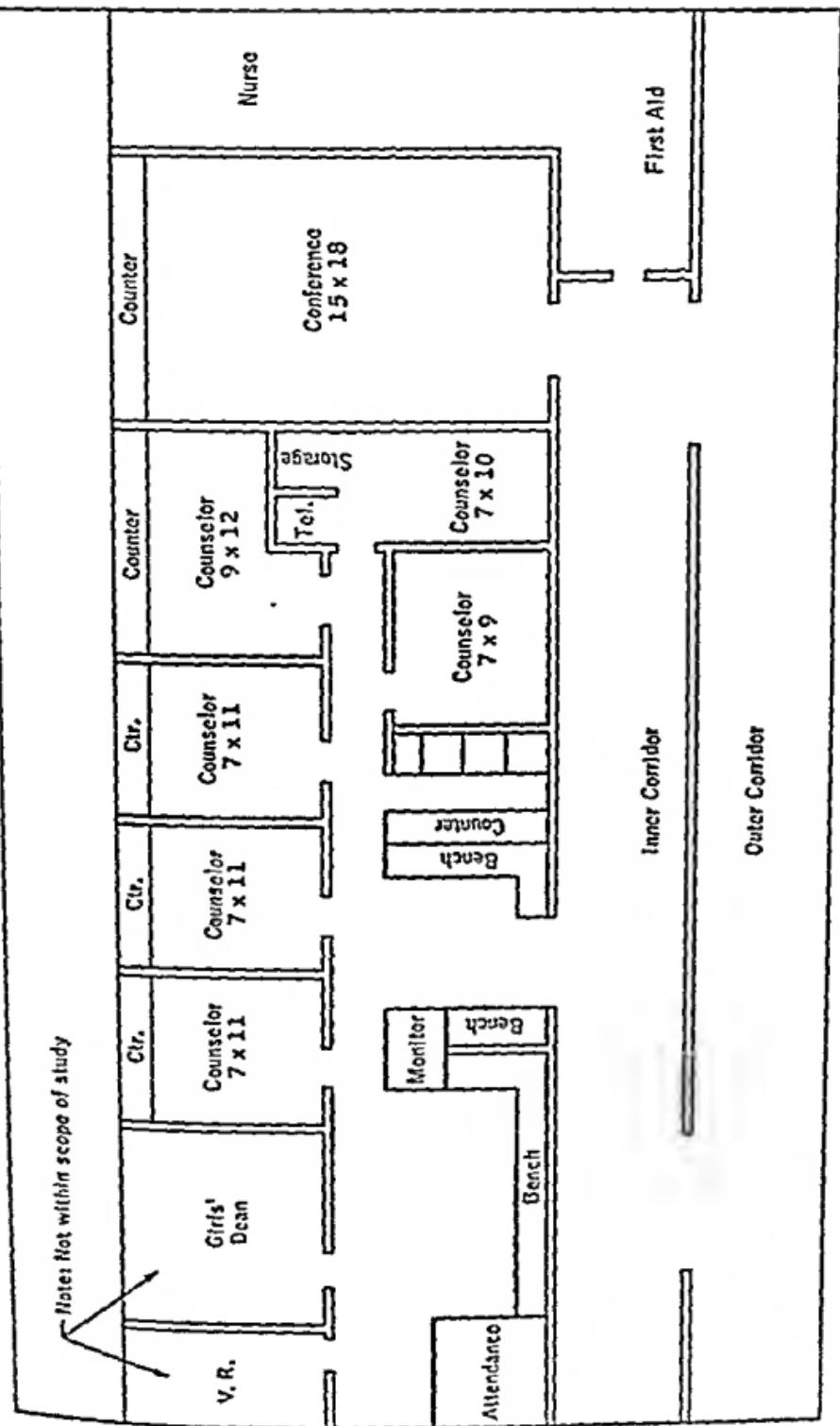
FIGURE 9. Proposed Typical Counseling Areas, Architectural Department, San Diego Unified School District, San Diego, California.

will depend upon many factors among which are the size of the school, number of counselors, finances, administrative personnel, and existing physical facilities. It is highly desirable to have a receptionist room in which to accommodate the secretarial and clerical helpers. Many new school buildings are being built today; care should be taken to see that these buildings include adequate facilities for counseling. A suggested plan for physical facilities was studied by a committee which developed the blueprint shown in Figure 9. While the blueprint may be beyond the financial means of some school districts, it is wise to keep such a plan in mind if new buildings are anticipated (31).

Assigning Pupils to Counselor

In a large school in which there is more than one counselor or in which teachers are assigned as part-time counselors, there should be some method for determining what students will be assigned to which counselors. It has been pointed out that the number of students assigned to any one counselor should not exceed that number which would be assigned to a teacher for instruction.

There are many ways of assigning pupils to a counselor. Some of the methods that have been used are: (1) assigning students in a home-room to a counselor, (2) assigning all boys to a man counselor and all girls to a woman counselor, (3) assigning an entire class to one counselor, and (4) allowing students to choose their own counselor. In addition to these four ways, students might be assigned to a counselor according to their primary area of study. There is probably no single ideal method of assigning pupils to counselors. Each school should use whatever method is most practical for its specific needs and personnel.

Any method selected for assigning pupils to counselors should be flexible enough to allow changes if the situation warrants changes. It would be unwise to allow students always to choose the counselor; such a procedure might result in one or two counselors having to carry the entire counseling load. The following steps for assigning pupils to counselors should be considered:

1. Determine the number of counselors to be used on the basis of their interests, training, and qualifications.
2. Weigh the value of assigning a student to the same counselor throughout his entire stay in the school.
3. Be sure to maintain a desirable counseling load.

mimeographed sheet is used in recording counseling interviews, consideration should be given to its cost. It is highly desirable that the counselor keep a record of what transpires in a counseling session as well as a record of the number of students, parents, etc. whom he interviews. A monthly report should be presented to the administrator to keep him informed of the counselor's activities. A simple report form suggested in the Oregon Guidance Service Newsletter is shown below.

SUMMARY OF GUIDANCE ACTIVITIES
for

———————————
(Month)

I. No. of Interviews (face-to-face, privately)
    A. With students
        1. About within-school problems_____
        2. About out-of-school work_____
        3. About choice of a vocation_____
        4. About health problems_____
        5. About post-high school education_____
        6. About other personal problems_____
                           Sub Total_____

    B. With parents
        1. At the school_____
        2. In the home_____
                           Sub Total_____

    C. With graduates or drop-outs   _____
                                Total_____

II. Other guidance work accomplished, such as registration, orientation, autobiographies, assembling occupational or educational information, testing, preparations for "career" day, study of drop-out problems, etc.

———————————
(Counselor)

4. Many guidance programs fail because of the lack of clerical help. Therefore it is essential in making a budget to include money for clerical workers. Clerical workers can adequately keep up files, score and record test results, and do the other secretarial work necessary to carry out the program. The necessity for money for this purpose cannot be overemphasized.

5. A budget should also include finances for library material. This category includes such items as occupational materials, books on counseling and guidance, and professional journals. Without these items, counseling cannot keep abreast with professional trends.

4. When conflicts arise between counselor and counselee, make provisions for a change in counselor.

If these points are given consideration, the assigning of pupils to counselors does not prove to be a burdensome task, and, in addition, the result will be a normal counseling load and the flexibility which is necessary for an effective counseling program.

Providing a Budget for Counseling

It is often assumed that a counseling program cannot be instituted in a school because of its prohibitive cost. While it is recognized that no counseling program can be instituted without adequate money, one study points out that most high schools spend a very small percentage of their school budget on guidance (12).

The director of guidance should plan and present a budget to the administrator. It is also the responsibility of the director to educate the administrator to the value of guidance so that the administrator will have the information and desire to sell the program to the board of education. In planning a budget, the director of guidance should attempt to anticipate all possible spending but keep his costs at a realistic level. Some of the following facts should be kept in mind:

1. A certain amount of money will be required for equipment. Filing cabinets, typewriters, manila folders, IBM key punch, and a calculator are some of the necessary items of equipment. It is obvious that a beginning program will necessitate spending more money for equipment than a program which has been in continuous operation for a period of time.

2. A second budget item which must be considered is testing material. An adequate amount of money must be provided to purchase tests and answer sheets. The counselor must have available both group and individual tests to be used in counseling. In Chapter 8, a list of test publishers was given. These publishers will send booklets which include the cost lists of the respective tests. If tests are going to be scored by test companies, the cost of scoring should be anticipated; the director should also allow some money for investigation and trying out of new tests.

3. If the director of guidance is responsible for the cumulative records of the school, the expense entailed in the buying and replacement of such records should be anticipated and included in the proposed budget. If the school uses its own developed records and places them in a regular manila folder, then money should be requested for folders, mimeograph materials, and other materials needed. The same procedure should be used in trying to anticipate the money needed for the counseling records. If a

niques and methods in assisting the individual to orient and direct himself toward a goal leading to maximum growth and development in a social and democratic society.

Because the counselor needs a breadth of training and background to perform his duties, he must possess certain qualifications, training, and characteristics. Many of these requirements will necessitate certain training and skills in addition to those required of the ordinary classroom teacher. When counselors with the proper qualifications are selected, they should be assigned duties through the performance of which they can make the greatest contribution. To the end that a counselor may be successful, the administrator must provide the counselor time for counseling, develop some system of allowing students time to see the counselor, provide adequate physical facilities, and provide an adequate budget for a counseling program.

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6. Of course, the counselor's salary should be included in the budget proposal.
7. In some cases the cost of such items as heat, lights, and telephone should be anticipated in the budget. In many schools such items are placed under administrative cost.

In planning the budget, it is highly desirable for the director of the program to make a detailed analysis of his anticipated needs. After the budget has been approved, it is good business procedure to keep an account of the money actually spent in each of the areas suggested. By following the procedure over a period of years, one will be able to make a very carefully planned and prepared budget.

Referral Procedure

No one counselor can be effective with all individuals and in all situations. Therefore it is sometimes necessary for him to refer students to other people for help. In making these referrals, some definite procedure should be devised whereby the student can be introduced to the referral agency and a follow-up can be made of such a referral.

Some of the following suggestions may be helpful in working out referral techniques:

1. When the counselor refers a student to another teacher, administrator, or out-of-school individual, he should make contact with that individual and arrange an appointment for the student.
2. While arranging such an appointment, the counselor should provide the referral agent with the reason for making the referral.
3. The referral agent should be made aware that the counselor would like a report of the results of the referral.

Each school might work out a mimeographed form which could be used in referral cases. Where the referral is general and not designated to some specific person, the above procedure might not specifically apply. However, for adequate counseling and for keeping of complete records, the above suggestions should be very helpful.

SUMMARY

The counseling process is the chief medium whereby the information gathered about the student and his world of work can be used to assist the student in self-development. Counseling is defined as a mutual learning process involving two individuals, one who is seeking help from a professionally trained person, and the other who, by reason of his breadth of training and background, uses many adjustment tech-

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6. Group discussion and projects allow students to talk about their problems and express their anxieties. Many students are willing to discuss problems in groups but would find it difficult to discuss such problems in a private interview.

There are many different kinds of group activities and many special projects which can be devised. Super (35) classified group guidance techniques in two ways: First, according to purpose and, second, according to principal methods used. Under the first classification, the purpose of group activities may be to implement orientation or to afford therapeutic activities. Under the second classification, the principal group method used may be that of activity or of discussion. This classification is logical and pertinent to the use of group techniques in guidance programs. It is a primary purpose of this chapter to discuss the organization of those group activities which can be used to further promote the guidance program. We will not attempt to differentiate between orientation and therapeutic activities nor between the primary methods used. Some activities may be performed for both of these purposes and by both of these methods.

HOMEROOM

The homeroom period is a specified period of time, set aside in the school schedule to allow certain assigned students to meet with certain teachers. The purposes of a homeroom have been stated by McFarland (25) as follows:

1. To provide or to facilitate the provisions of needed guidance and counseling for homeroom members.
2. To coördinate the pupil-activity program.
3. To provide democratic and coöperative group experiences leading to the development of effective citizenship.
4. To provide a basis and constituency for student government.
5. To coördinate, enhance, and clarify the entire learning program of the school.
6. To provide individual and personal help and attention for pupils.
7. To expedite administrative and clerical work, exploiting routine jobs as opportunity for educative experiences.

In the above purposes it may be noted that the homeroom should provide administrative, learning, extracurricula, and guidance activities. This may be too inclusive and present a problem of differentiating guidance activities from various other types of activities performed in

Administration of Group Activities
in the Guidance Program

MUCH has been written both for and against the use of group techniques in guidance, and space was devoted to this problem in Chapter 2. Some have emphasized their belief that guidance programs were organized for the purpose of individualizing instruction and, therefore, were not primarily concerned with group procedures. However, in the past few years, there has been a general trend toward the acceptance and use of group techniques in the guidance program. The reasons for using group activities might be listed as follows:

1. Group activity can supplement individual counseling. Group orientation to vocational and educational problems can assist the counselor in individual interviews.

2. Group activities can provide all students with more personal contact with adult members of the school. Through contacts made in groups or individually, the student is assisted in developing a sense of belonging. Adults provide a mature background and can help the student feel that an adult person is interested in him.

3. Group activity can be used efficiently in performing certain services. There is much information in vocational and educational guidance that can be given as efficiently in groups and at much less expense than it can be provided in an individual-to-individual situation.

4. Group activities provide an opportunity for social interaction and social development. The purpose of the guidance program is to bring about the total development of the individual student. Therefore, group procedure provides an avenue for one important area of development.

5. The democratic process can be learned and developed through group activities.

Organizing Homerooms for Guidance Activities

Perhaps the best way to analyze the steps in initiating a homeroom program is to analyze the reasons for the failure of homeroom programs. McFarland (25) has summarized very well some of the reasons why homerooms are not effective. He proposes the following reasons:

1. Lack of time for carrying out a homeroom program.
2. Failure to understand the purpose of the homeroom program.
3. Indifference of teachers to the homeroom.
4. Lack of trained personnel to conduct the homeroom.
5. Inadequate program planning.

A number of writers (16, 24, 39) have indicated that there is some dissatisfaction with the present uses of the homeroom. Much of the dissatisfaction revolves around the methods, procedures, and purposes of the homeroom. The philosophy of the homeroom as a guidance technique is desirable but the implementation of a homeroom program is perplexing and complicated. The homeroom usually deteriorates into an administrative device where announcements, roll calls, pep rallies, study hours, etc. are conducted rather than serving as a means for developing a program which will help meet the needs of the individual students. Such failures can usually be traced to violations of some of the following principles:

1. Homeroom sponsors must be specifically qualified, trained, and interested.
2. Content of programs must be of direct and immediate interest to most of the members of the group and must fill the needs of which they are aware.
3. The program should be student-planned and student-conducted, but intelligent assistance should be provided by the sponsor.
4. The primary outcomes are largely the development of attitudes and the making of adjustments. There are no grades, subject matter, or assignments.
5. The student composition of the group should be one that will be conducive to achievement of satisfactory outcomes.
6. The scheduling and time allotted for the program must be adequate.
7. The importance of the homeroom as an integral part of the educational program should be so accepted that obstacles will not be placed in the way of regular attendance by all of the students of the group. (27)

In establishing a homeroom program, one should follow certain organizational principles. The exact framework of a specific program will vary greatly from school to school but the general principles should

the school. Therefore, to relate the homeroom to the purposes of guid-ance, the activities of the homeroom should meet the following objec-tives (24):

1. To provide every pupil with opportunities to express himself and to know others' opinions on matters of concern to youth on his own maturity level.
2. To provide every pupil with experiences conducive to development of a sense of belonging in his group both within and outside the school.
3. To provide information and experiences by which each pupil may be brought to understand that social adjustment, with attendant adaption, is both beneficial and possible.
4. To provide information and a range of activities which are calculated to enable each youth to isolate aod move against his own personal problems in order that he may resolve them satisfactorily.

Guidance Activities Performed in Homerooms

The homeroom activities should not be rigidly organized and stereotyped. It is highly desirable to have the students select and plan the specific activities to be carried on in the homeroom. However, the homeroom teacher and the entire school personnel must devote con-siderable time to planning a tentative program and to organizing such a program. The content of the homeroom program should develop around the purposes of the homeroom. In one program the following activities were included (13):

1. Discussion of common problems.
2. Discussion of school problems.
3. Planning careers.
4. Discussion of social and civic problems.

In the above activities the guidance counselor was responsible for preparing a tentative outline of each year's work and for orienting the homeroom chairmen to the program and activities.

The administrative activities of the homeroom usually involve read-ing of announcements, checking the roll, distributing materials, and performing other miscellaneous administrative functions. Many schools use the contents of the SRA Life Adjustment series as an aid in plan-ning the homeroom program. Typical problems discussed are boy-girl relations, appearance in dress, means of being popular, methods of study, choosing a vocation, and similar topics. Various techniques can be used to present such—personal discussions, round-table dis-cussions, committee and classroom discussions, guest speakers, debates, movies, forums, skits, interviews (30).

such as Career Day, Career Conference, or Career Week. Regardless of its title, it attempts to serve some of the following functions:

1. To provide the students with special speakers, films, discussions, and exhibits about occupational information.
2. To provide students with information about employment trends in various vocations.
3. To provide information about local employment opportunities in various occupations.
4. To provide students with information about the qualifications and requirements for entrance into various occupations.
5. To provide students with opportunity to discuss and analyze occupations and ask questions of people actually working in the occupations.

These are deemed the essential functions, regardless of whether the career day is of a single-day type or is spread over the entire school year.

Types of Career Days

One can find all kinds of descriptions of career days in the literature on the subject. While all have common purposes and functions, there is a wide variety of organizational plans and programs. One type of career day is organized according to the school class participating. This organization may include a combination of these or of all classes in the school. Most people agree that the homeroom should be limited to two grades for an effective meeting (23).

A second type of plan for a career day is the one organized according to sponsorship. Career day may be sponsored by a single high school; by a regional organization of several high schools; or by a variety of civic, college, or regional groups. Whether or not a single school assumes sponsorship of a career day usually will depend upon the size of the school, number of occupational speakers available, and various other factors.

A third plan for a career day may be organized according to the type of program. In some schools this may be a single-day affair while in others the career conferences might be spread over several days or a week. Or, career conferences might be spread over the entire school year. In some career-day programs, special speakers are brought in to discuss various occupations, while, on other programs, arrangements are made to allow students to go to the job and work on it for a full day. In the latter case, arrangements are made to allow the student to work a full day on the job to get a more complete picture of its

remain the same. In the first place, the support and coöperation of the administration is essential. Without this coöperation, the program cannot materialize or function properly. Secondly, adequate time must be set aside for the homeroom program. Some schools set aside 20–30 minutes every day for the homeroom, whereas others set aside one period a month. Most writers feel that homeroom periods 45 minutes in length are desirable and that homeroom meetings should be held at least once a week. Less time than 45 minutes is usually not sufficient to permit performing the activities; and if meetings are too frequent, boredom may result.

A third consideration in organizing a homeroom is that trained personnel should be assigned as sponsors of the homeroom. Training in dynamics of personality, group procedures, parliamentary order, etc., is required for effective sponsorship. Extra compensation or some released time from teaching may be used as an incentive for obtaining staff members with desired training. Fourth, the entire faculty should help develop and determine the purposes of the homeroom. In-service training on purposes, activities, and techniques used in homeroom programs is highly desirable. A fifth step is to plan the homeroom program. While the program should be developed along the lines of student needs, much preparation needs to be done in regard to tentative topics, techniques of presentation, coördination with individual counseling, student government, and extracurricular activities. Sixth, consideration should be given to assigning such teachers as will insure maximum achievement and adjustment. The most satisfactory arrangement appears to be the assigning of students of the same grade level to a certain teacher by a random sampling method. It is desirable to have the same homeroom sponsor assigned to the same students over a period of years.

It seems desirable to appoint a coördinator of homeroom activities. This coördinator should assist individual homeroom teachers with individual problems and preparation and should correlate the homeroom program with the other guidance activities, the extracurricular activities, and the student government. In small high schools the guidance counselor might be the coördinator; but when the counselor is not the coördinator, there should be a close working relationship with the counselor.

CAREER DAY

A group activity with the aim of disseminating occupational information is the career day. This activity may be called by several names

CAREER-DAY SCHEDULE
Morrilton High School, February 11, 1953

All-school periods:

- **1st Per.** — Regular Classes (Brief Homeroom meeting for schedules)
- **2nd Per., 9:15 – 10:00** — General Assembly, Auditorium
- **Noon** — Luncheon, Home Ec. Cottage — Guest Speakers
- **7th Per., 3:00 – 3:42** — Regular Classes / Evaluation Sessions

Teacher	Room No.	3rd Per. 10:00–11:00	4th Per. 11:00–12:00	5th Per. 1:00–2:00	6th Per. 2:00–3:00
Williams	21	Teaching, Elementary	Beauty Culture	Airline Stewardess	Florist
Cox	22	Commercial Art	Aviation Jobs	Aviation	Electrician
Poteet	23	Telephone Operator	Telephone Operator	Nursing	Nursing
Wolter	35	Secretarial Work	Secretarial Work	Secretarial Work	Secretarial Work
Dunn	24	F.B.I. Jobs	F.B.I. Jobs	Engineering	Mechanics
Hall	36	Music	Librarian	Police Work	Insurance
Coates	38	Theatre Management	Selling	Selling	Cafe / Restaurant Management
Basham	39	Teaching, High School	Lawyer	Ministry–Religious Ed. Director	Accounting
Bradley	10	Nursing	Nursing	Home Economist	Social Welfare
Howen	11	Engineering	Radio-Electronics	Photography	Printing and Newspaper
Holland	13	Transportation	Electrician	Mechanics	Business
Lewis	17	Business / Airline Stewardess	Home Economist	Beauty Culture	Veterinarian
Rold	Lib.	College Representative	College Representative	College Represent've	College Represent've
Moss	Agrl.	Engineering	Vo. Agri. Jobs	Forestry	Farming
Jones	12	Pharmacy	Medicine	Chemist	Dentist
Trickey	Aud.	Navy	P.E.-Coaching	Air Force	Army

nature and requirements. Some writers feel that working on the job is much more effective than listening to a specialist tell about his occupation (9, 25).

The different types of career days will have different programs and plans but all will have some definite common organizational procedures and purposes.

How to Organize a Career Day

The key to organizing a successful career day is to start careful planning and preparation several months before the actual day designated as career day. This careful planning and preparation should be done by administrators, faculty, and students. Foster and Stripling (11) suggest the following points in the overall planning of a career day:

1. A faculty must agree on the purpose of the career day.
2. Students should participate in the planning from the beginning. They should have ample opportunity to plan important parts in the work of each committee.
3. A carefully selected planning committee of faculty and students should be set up to begin work at least three months before the expected career day.
4. The chairman should be a person who has ability to get things done.
5. A general committee should appoint other committees such as program, reception, counselor contact, exhibits, and publicity committees.

These authors suggest that coöperation of all is necessary for the purpose and planning of a successful career day. When committees are established, definite duties of each of the subcommittees should be worked out by the general committee and the general committee should act as a coördinating agency for the entire program.

In organizing a career day, one of the first tasks that must be performed is to make up a check list of occupations and present this check list to the students to learn what occupations they are interested in. After the students have indicated the occupations in which they are interested, a tabulation might be made to assist in deciding which occupations should be discussed on career day. If a check list is not made, the students might be asked to write down their preferred occupations in order of greatest interest and then these preferences should be tabulated. After the tabulations have been made, it should be determined how many different periods during the day are available for hearing a discussion of these occupations.

and planning a career-day schedule, other faculty members and students should be assigned to the job of advertising the career day. This advertising should take the form of newspaper reports, posters, and speeches at the various civic clubs. Such a committee might work out different program activities to publicize the anticipated day and be responsible for making identification cards for guests and speakers. Usually the speakers and guests are not acquainted with the school and should be given assistance in finding their rooms and places of appointment. Identification cards will also assist students to become better acquainted with the speakers and other guests.

A committee associated with the planning of career day should make plans to evaluate the program as soon after the career day as possible. Such evaluation will be extremely helpful not only in evaluating the program just given but also in planning future career days. An example of an evaluation questionnaire used in Morrilton High School, Morrilton, Arkansas, is presented on page 228.

ORIENTATION

Everyone knows the feeling of loneliness and inadequacy which accompany being placed in a new environment or a new situation. Such feelings are natural accompaniments of transition and change. School orientation programs are developed for the purpose of assisting the students to have a minimum of such feelings and to bridge the gap between the old and the new situation. Numerous descriptions of orientation programs can be found in literature on the subject, but all programs seem to have the following purposes:

1. To acquaint the student with the new school, its facilities, practices, procedures, traditions, regulations, and the faculty.
2. To assist the student in becoming acquainted with future classmates.
3. To gather information about the student that will be helpful in assisting him to make an adequate and wholesome adjustment to the new school.
4. To provide the student with a feeling of belongingness.

It should be emphasized that an orientation program should be a continuous program by which students are assisted in coping with new experiences. A well-planned program of activities and events can alleviate much of the frustration and conflict that arises when students are placed in a new environment. Illustrations of typical orientation programs will follow, and from these examples, a summary of general orientation activities and organizational principles can be drawn.

These functions might very well be performed by a committee appointed for such a purpose. This committee might determine the occupations to be discussed on career day and arrange a master schedule for the day. The schedule should include an introductory assembly program and some good films that will add to the program. A career-day schedule used by one high school is shown on page 225.

After the selection of the occupations to be discussed, consideration should be given to selecting the speakers to discuss each of the occupations. A second committee might be appointed to contact the speakers and arrange for them to be present at the designated hour. It would also be helpful for the committee to make some suggestions to the speaker concerning the kinds of information the students will want. These suggestions will aid the speaker to cover some of the more important points of the occupations and decrease some of the glamour and publicity associated with certain vocations.

After the program has become fairly well determined, an individual student schedule must be made for each of the participating students. By this schedule students should know where they will be each period during the day, what occupations will be discussed at this place, and who will be the speaker. When all of the participating students have such a schedule, there will be no need for confusion or loitering in the halls. An example of an individual career-day schedule is presented below.

In addition to committees for discovering the interests of students

CAREER–DAY SCHEDULE

Name_____

Homeroom_____

Period	Subject	Room No.	Teacher
1			
2			
3			
4			
5			
6			
7			

. . . In the first-grade classrooms, teachers and pupils prepared to be hosts to the visitors. Group discussions were held, and the present class members recalled their experiences and impressions of their first visit to Mary Lynn School. Valuable information, insights, and impressions were gleaned from these informal talks. Ideas were offered as to what phases of school life would be most interesting to the pre-schoolers. . . .

A first-grade teacher . . . greeted the visiting children with a warm smile and handclasp. The children were taken by twos or threes to the first-grade rooms to be welcomed by young hosts or hostesses and their teachers. Here they were allowed to sit in the groups, to listen, to observe, and to participate as they wished. Later the pre-schoolers were given paper and crayons for a first-hand experience in self-expression. . . .

A lovely display of "fairy flowers" added color to the scene in one corner of the room. In another area there were pictures and stories of pets so dear to the hearts of all young ones and displayed in another place were samples of first-grade writing and number work. . . .

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Junior High School Orientation

One school used the following eight steps in their orientation program.

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EVALUATION QUESTIONNAIRE
on
CAREER DAY
Morrilton High School
1952-53

These questions have been prepared for the purpose of
getting your opinions on the value of Career Days. Please
answer all questions as honestly as you can after careful
study of each one. Mark your answers according to the
following code:

Mark + if you consider the value high.
Mark − if you consider the value only fair.
Mark 0 if you consider the value very low.

_____1. How valuable was the information given by
speakers?

_____2. How satisfactory was the time permitted for
student questions?

_____3. How well did you choose your subjects?

_____4. Was enough time and attention given to the
selection of subjects?

_____5. Did the opening assembly supply sufficient
explanation and suggestions?

_____6. Did you appreciate the printed programs?

_____7. How good was the student interest and attention
in classes?

_____8. How satisfactory was mixing all age levels in
one group?

_____9. Has this experience strengthened your interest
in further investigation into the fields of
work you may enter?

_____10. Has the day been worth as much to you as if you
had attended regular classes all day?

Other suggestions:

Elementary School Orientation

At the Mary Lynn School in Tucson, Arizona, a date for orientation of
prospective beginners was established far in advance, and care was taken that
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of the pre-school children and their parents.

A survey had been made previously to determine the number of children
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. . . In the first-grade classrooms, teachers and pupils prepared to be hosts to the visitors. Group discussions were held, and the present class members recalled their experiences and impressions of their first visit to Mary Lynn School. Valuable information, insights, and impressions were gleaned from these informal talks. Ideas were offered as to what phases of school life would be most interesting to the pre-schoolers. . . .

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2. Counselor-junior high pupil visit to the elementary school. Two pupils, one boy and one girl from the ninth grade, who had attended the same

elementary school were selected to visit that school with the counselor. These pupils reported on the many activities of the junior high school, including student government, nooo, movies, homeroom organization, the counselor system, the work of the deans, elective courses such as band, orchestra, etc. At the end of the students' presentation, an opportunity was provided for questions. . . .

3. 7-B orientation program. During the final week of the semester, on a Saturday morning, the entire new group of 8-A's and their parents were invited to a special orientation program. Its purpose was to give each pupil an opportunity (a) to visit the rooms where his classes were to be held, (b) to meet his future homeroom teacher, (c) to acquaint himself with information needed for the first day of the new semester, and (d) to find out where his locker was located and to learn how to operate its combination lock.

   After an auditorium program presided over by student-government officers, the pupils were conducted on a tour of the building and finally brought to their homerooms, where refreshments were served—usually frostbites or cokes and pretzels. Homeroom teachers handed out forms to be completed and returned when the new semester opened.

4. 7-B mixer. Early in the semester, the student government and the counselor plan a 7-B mixer. The student social committee takes charge of providing entertainment, which consists of games and other special features including acts involving student talent. Refreshments, usually Dixie Cups, are served. This mixer takes place after school in the gym, and its purpose is to help all 7-B pupils get acquainted with the members of their own group.

5. Counselor interview. During the semester, the counselor tries to schedule a "get-acquainted" conference with as many of the new pupils as possible. At these conferences, the counselor tries to discover whether there is any way of giving to the pupil assistance which might result in better adjustment for him or a happier relationship between him and the school. Pupils are encouraged to seek counsel or contact whenever they wish to discuss their problems.

6. Homeroom periods. Instruction is carried on in the homerooms by the homeroom teachers. Officers are elected to assist in running the homeroom. The counselor usually plans a program of topics to be discussed in the homeroom and assists in preparing special bulletins of information which are placed in the hands of homeroom teachers to aid in carrying on the guidance program. The "Pierce Primer," a handbook for pupils, is used, and such topics as attendance, auditorium conduct, the hall-monitor system, the bicycle regulations, service club, and student government are discussed.

7. **7-B Open House.** About a week following the first reports to parents, a 7-B Open House combined with a PTA meeting is held. The counselor assumes responsibility for much of the planning for Open House, prepares bulletins of information for teachers and pupils, and stages an auditorium program. Letters inviting parents to attend are mailed. (The envelopes are addressed in the 7-B English classes.) Pupils are taught the correct way of introducing parents to teachers. Tryouts for student chairman are arranged. The counselor helps to plan the refreshments and each home-room selects two pairs of parents to act as hosts and hostesses and assist the homeroom teacher on the night of the Open House. Older pupils usually offer to help with refreshments and to act as ushers in the auditorium.

The auditorium program is given, followed by a PTA meeting. After this, pupils take parents on a tour of the building in order to introduce them to their classroom teachers. At the end of this tour, they return to the homeroom for refreshments and a chance to meet the parents of other boys and girls in the same homeroom and to talk with the homeroom teacher. . . .

8. **School psychologist-teacher conferences.** At intervals, the school psychologist is called upon to conduct a clinic. Here certain cases are discussed in order to help the teacher understand the special problems which some pupils have.

The junior-high-school paper, "The Pierce Arrow," is sent to each pupil in 6-A during the entire semester prior to his entering the junior high school.

Counselors, deans, and principals meet once a month in the evening to carry on studies relative to the counseling program. Committees which have been appointed to investigate speakers in related fields are heard. . . . (19)

High School Orientation

At Central High School in Independence, Oregon, eighth-grade students were invited to come to Central High School. Upon their arrival at Central High School, they were met at the front door by a welcome committee of high-school pupils who provided each visitor with a "big brother" or a "big sister" who was either a personal acquaintance or appointed by the committee. They visited the classes of their hosts or hostesses and were guests of the school at the cafeteria for the noon hour.

Students, teachers, and parents were prepared for these visits by a special evening forum when the entire school program was briefly explained. The system of credits, the courses, the activities, and some of the regulations were explained by various faculty members and student leaders. A mimeographed booklet of the four-year program was presented to them, containing a brief

description of every course, required or elective, offered in the Central High School curriculum.

A few weeks after the pupils' visit to Central, a representative of the school (principal, vice-principal, or counselor) went to visit the prospective ninth-grade pupils in their various grade school situations. At this time, the representative talked merely about the study program for freshmen. Much time was spent on ninth-grade required and elective subjects. Additional time was spent on the units of credit system, amount of credit for each course, and the school's graduation requirements. These explanations were a re-emphasis of those given at the evening forum. Individual questions concerning courses, activities, traditions, and school services were answered.

These visits to the elementary school had additional values in that they afforded an opportunity to see the students in their previous learning situations. It provided for a visit with their eighth-grade teachers so as to get additional information such as home background, capabilities, etc. Arrangements were made for the transfer of the valuable cumulative records of the elementary experiences.

At these elementary school visits, particular emphasis was given to the first event of the fall for the freshmen. They were asked to report to school one-half day before other students. During this time, they received explanations in their homeroom about their lockers and the combination locks on them; they studied a floor plan of the building and the general plans of the day. This was followed by a regular day's schedule, run on a short-period basis so that they might get acquainted with the passing procedure and the building itself. The day ended with a general assembly where closing remarks were given and some yells were taught by the yell leaders. This half day was organized by the guidance director, who used various student leaders as proxy teachers for the freshman schedule. (20)

Orientation Activities

The preceding examples and descriptions of various orientation programs suggest a number of activities performed during the orientation process. The specific types of activities used will depend upon the educational level (whether elementary, junior high school, or senior high school) and upon the particular school. Regardless of the school, specific orientation activities should be planned around the following areas of assistance:

1. Acquainting students with the new school: Orientation in this area should include acquainting the students with the physical facilities of the school, the curriculum, rules and regulations, student government, and the various student activities. Information about the school might be presented in assemblies, visits and tours of the school building, printed materials, talks,

counseling interviews, group discussions, and social activities.

2. Acquainting students with new classmates: Visits, informal group gatherings, social mixers, and recreation activities are frequently used to assist students in becoming acquainted with each other. Some mixers should include upperclassmen but others should be restricted to newcomers.

3. Acquainting students with new teachers, counselors, and administration: Formal teas and assemblies are often used to assist students in this area. However, informal meetings with the faculty and individual counseling sessions are highly important in an orientation program. Counseling interviews with each new student prior to registration are highly desirable.

4. Providing means for gathering information about students: Because it is necessary to gather as much information as possible, data on each new student should be collected as soon as possible. Information about the student can be gathered by means of school records, autobiographies, rating scales of previous teachers, standardized tests, questionnaires, and counseling interviews.

Organizing an Orientation Program

In organizing an orientation program, the first principle is effective planning. Planning should start well in advance of the actual time of the orientation period. During the planning stage, all members of the school should be solicited to help plan the program. Students, teachers, counselors, and administrators are involved in orientation and thus should have a voice in making decisions about the orientation program.

Secondly, a survey should be made to determine who will be present at the orientation program. At the elementary school level, a survey should be made of the community to determine the number of prospective first-graders. At the junior high level a survey can be made of the number of sixth-graders in the elementary feeder schools and so on. These surveys will give the individuals responsible for orientation specific information on the number of pupils to expect. In many cases the survey might also include learning the number of parents to expect if parents are to be included in the orientation program.

Specific orientation activities must then be planned and organized around the previously mentioned areas of assistance. For example, specific activities must be developed to assist the new students in becoming acquainted with the new school. Other activities must be planned to assist students in becoming acquainted with classmates and faculty. Also means must be made to gather information about students

which can be used by teachers and counselors in assisting students to adjust.

In planning an orientation program, it will be extremely helpful to organize the faculty and students into committees. It seems that the following committees are desirable:

1. An over-all planning committee composed of teachers, counselors, and students: This committee would have the responsibility of planning the orientation program and would also act as a coördinating committee for all of the other committees.
2. A survey committee to develop and conduct a survey of prospective new students.
3. A committee to develop and plan specific activities for acquainting new students with the school.
4. A social and recreation committee to plan activities to assist students in becoming acquainted with their classmates and the faculty.
5. A committee to determine what information should be gathered on students during orientation and to develop specific procedures for obtaining such information.

In addition to these committees, there might be subcommittees, if desired, working on specific projects, such as printed programs and other printed materials, receptions, etc. The success of committees depends upon the coördinating group and its effectiveness in defining duties and in preventing duplication and overlapping of functions.

OCCUPATIONAL COURSES

Numerous schools are offering courses aimed at assisting the student in selecting and planning for an occupation. These courses arose from the need of students for factual information about occupations, their requirements, and the training necessary to enter them. The title or name of such courses varies from school to school. One survey indicated that the most common titles of such a course were "Occupations, Vocations, Self-appraisal and Career, Guidance, Occupational Guidance, and Vocational Guidance" (17).

What Is Taught in the Occupations Course?

The content of the course will depend upon the teacher, students, location of school, occupational outlets, etc. The subject matter will usually attempt to answer the following questions:

1. What occupations are available to me?
2. What training is necessary to enter the occupation?
3. What education must I have to be successful in the occupation?
4. What personal qualities are essential in the jobs?
5. What opportunities are available in the occupation?
6. What are the working conditions in the occupation?
7. What are the advantages and disadvantages of my chosen occupation?

The content of the occupational course will also include information about the student's school curriculum, his choice of courses, and occupational outlets of the various educational alternatives. The subject matter may be taught by several different methods. In a comprehensive survey, the following teaching methods were found to be used in occupational courses: self-measurement, visual aids, visits, laboratory study, speakers, discussions, interviews, group conferences, practice job interviews, audio aids, community surveys, practice application blanks, career conferences, practice-letters of application, survey-beginning job, dramatization, committee work, case studies, practice in applying for a job, sociodrama, follow-up, group work, case conferences, industrial exhibits, on-job training, practice in making appointments, work experience, and work shop (17).

When Should the Occupations Course Be Taught?

Occupations courses originally started in the twelfth grade just prior to the student's entrance to the vocational world. This had the advantage of motivating the student to learn about something just prior to his using it. However, it also had the disadvantage of being rather late to make amends if the student found that his educational background was not sufficient to prepare him to enter a chosen occupation. To overcome this disadvantage, many schools began to offer occupation courses during the ninth grade and included educational guidance. The majority of present-day occupation courses are taught at these two levels (32). If the occupational course includes educational guidance, it can provide very useful material in helping students solve problems that occur at different intervals during their educational careers. In large schools a special occupational course for potential drop-outs might also be very useful and beneficial to such students.

Who Should Take the Course?

Everyone in the school can benefit from educational and occupational information. However, in initiating a course, it is probably wise to

start with students who wish to take the course as an elective rather than to require it of all because student involvement is necessary for effective learning in such a class. An occupations course should carry the amount of credit which is carried by similar courses in the high school curriculum. While the course should be centered around common problems of the students, some concern has been given to providing separate courses for boys and girls. The occupational outlook for the two sexes is somewhat different and some teachers feel that separate courses for boys and girls would provide more intensive study of certain occupations and still maintain a high degree of interest. It seems to the authors that some of the value of group participation would be lost in separate classes and that the purpose of group work would be attained to a greater extent in occupational classes containing both boys and girls. In the class composed of both boys and girls, part of the time might be devoted to common interests and problems after which individual projects could be developed according to the interests and needs of each sex.

Who Should Teach the Occupations Course?

Many occupational courses fail because the individual assigned to teach such courses has had no training in counseling and guidance. The person designated to teach such courses should be adequately trained in guidance. A summary of research in this area indicates that experts in the field feel the following items are important areas of training required by the teachers of occupational classes (31).

1. Occupational study by groups of pupils with similar interests and by individual pupils.
2. Industrial visits.
3. Special occupational information programs for drop-outs and for graduates entering the labor force.
4. Follow-up studies of alumni and drop-outs.
5. Relating occupational information to school subjects.
6. Utilizing the core curriculum and occupational units in regular subjects.
7. Part-time work experience programs and exploratory courses.
8. Displays, filmstrips, slides, leaflets, magazines.
9. Talks by workers and interviews with workers.
10. Career days and college days.
11. School newspaper, local newspaper, help-wanted ads.

12. Assembly and radio programs.
13. Occupation courses.

It would be highly desirable if the school counselor taught the occupational course. Research (33) has indicated that counseling should accompany occupational orientation if maximum value is to result and the content of the occupational course is of such a nature that the counselor is the best qualified person of the school staff to teach it. However, time alloted to teaching the course should not be taken away from the time allocated to individual counseling.

Suggestions for Starting an Occupational Course

It is impossible to lay down a blueprint which can be used successfully by all teachers of occupational courses. The following suggestions might be used as guideposts for the individuals who plan to initiate such a course:

1. Do not try to cover too much material in one course. It is better to cover well a few topics than to cover many topics inadequately. Remember that occupational courses are not planned to perform all of the guidance functions of the school, but rather to supplement the counseling service.
2. The content of the course should be determined by the needs, interests, and maturity level of the students. The content of the course should not be rigidly set. The students should take part in the selection of the material to be used in the class. As Failor (7) indicates, the teacher should go to the first meeting armed with tentative plans but aware that all of these plans might be altered to meet the specific situation and needs of the students.
3. Because student participation is important, the teacher should use a wide variety of teaching techniques. The content of the course should be closely related to the important occupations of the community so that first-hand knowledge of occupations can be gained.
4. Enlist the coöperation of other faculty members and the librarian in gathering and presenting occupational material.
5. Relate the occupational course to the other guidance services. Do not use it as a substitution for the other services.
6. The teachers should continually evaluate the course offerings. While student opinion is not the only method of evaluation, it certainly provides one means of checking the effectiveness of the offerings. The counselor at Alma, Arkansas, used the following evaluation sheet which is filled in by the students:

Check the item(s) which you feel are true; add other comments of your own if you wish.

1. The most <u>interesting</u> part of the class work has been the:
   films
   class discussions
   reading material

2. The most <u>helpful</u> part of the class work has been the:
   films
   class discussions
   reading material

3. I would like more information about:
   growing up   specific occupations
   dating   Alma High School
   solving personal   (orientation)
      problems   social relationships
   job fields   getting a job

4. Amount of talk by teacher:
   too little   about right   too much

5. Amount of time allotted for discussion:
   too little   about right   too much

6. Tests, number of:
   too few   about right   too many

7. Films, number of:
   too few   about right   too many

8. Reading material, amount of (required):
   too little   about right   too much

9. Written lessons, number of:
   too few   about right   too many

10. I would like to see a film on the following subject:_____

EXTRACURRICULAR ACTIVITIES

Extracurricular activities are called by many different names. Some call such activities extracurricular while others call them extraclass or cocurricular. We are not concerned about the definition of a title for such activities; we include in our term such activities as clubs, drama, debate, athletics, intramurals, student government, assembly programs, glee clubs, band, orchestra, parties, and dances.

The values of activities may be grouped under four headings; developmental, diagnostic, therapeutic, and group (34). Developmental values are received when the student is helped to set his basic needs of social maturity, emotional stability, and vocational security, and when he is helped to gain knowledge and develop skills. The values received from performing many of the activities mentioned above are

very vital. The diagnostic activities are valuable because they provide the means and opportunities for studying individuals in group situations. Many group activities also provide individuals with a means of appraising themselves.

Therapeutic values are derived from providing students with an opportunity to work out relations with other people, to develop new habit patterns, to develop self-reliance, and to become aware of their own human-relations problems. Group activities are valuable in that they will assist students to develop group morale or spirit and allow the combined working of individuals in the solution of school problems. It can readily be seen that the over-all objectives of the guidance program and of the school can be achieved only through the combined efforts of individual counseling and an adequate system of group activities. In organizing the extracurricular program, the first step that must be taken is to develop a set of objectives or values which the specific school desires to derive from group activities. These should be developed through the participation of the faculty and the students. Only after there is an agreement on the basic values of group activities should an actual program be initiated.

Problems Encountered in Initiating Extracurricular Activities

A great number of specific problems will be encountered in the process of initiating and administering a program of extracurricular activities. A summary of some of the basic problems encountered in meeting student needs through such activities has been summarized by Trump (38). He mentioned that the first problem is to secure the participation in activities by the students. Numerous studies have indicated that far from all of the students participate in extracurricular activities. If the activities provide a desirable means for the development of students, then all youth should participate in them. In encouraging student participation, a wide variety of methods should be used. Individual counseling can assist students to see the desirability of participation in extracurricular activities. Assembly programs, the classroom teacher, and building the activities around existing interests of the students can all contribute to encouraging student participation.

A second problem encountered in meeting students' needs through extracurricular activities is the problem of reducing the cost of participating in activities. If the student must pay club fees, buy football shoes, or buy a uniform to participate, the necessity for such purchases

will naturally decrease the number of students who will take part. Therefore, the cost of extracurricular activities should be part of the total school budget rather than an additional cost to the students who participate.

Maintaining a reasonable balance in the activity program presents another problem in meeting student needs. In many schools the athletic program takes precedence over all other activities. Although athletics is a highly desirable activity, it should not be an exclusive activity to the extent that intramural programs and the like are eliminated. The activities provided should correspond with the interests of the students and not with the interest of the faculty or the townspeople. Only through a balanced program can the needs of students be met.

Closely associated with maintaining a reasonable balance in the activity program is the situation in which a great amount of pressure is applied to make elaborate exhibitions and win contests. Such pressure should be kept at a minimum. This can best be accomplished by maintaining a reasonable balance in the activity program and by providing a school budget large enough to include the costs of a well-balanced extracurricular program.

Maximum benefits from extracurricular activities are obtained when a systematic evaluation of the program is conducted. Many schools conduct a wide variety of group activities but seldom, if ever, evaluate these activities to ascertain their effectiveness in meeting student needs. There should be an evaluation of such a program in relation to the objectives of the activities.

In attempting to organize and administer a program of extracurricular activities, definite policies and practices must be adopted towards the student activity program. The following are some desirable policies and practices (36):

1. Every pupil is urged to take part in some extracurricular activity.
2. Controls against under- and over-participation are devised by the high school.
3. Sponsorship of an activity is regarded as part of a teacher's job.
4. Activities should be educationally justifiable; they often grow out of and usually relate to curricular interests.
5. Pupils are encouraged to coöperate with the faculty and principal in the management of activities. Coöperation is fostered mainly through the student council.
6. In large high schools someone on the staff is designated coördinator of activities or else someone is given responsibility for the coordination.

7. School membership is sufficient qualification for admission to all activities except an honor society and athletic teams.

8. Regular meetings of activity groups are attended by the sponsors.

9. Participation in in-school and out-of-school activities is recorded accurately on the pupil's permanent record file.

10. Adequate records of activity membership and programs are submitted each semester or year to the coordinator or principal.

11. Activity moneys are deposited in a separate school account under a bonded treasurer and are periodically audited.

12. Awards to pupils for participating in activities are de-emphasized.

13. At the beginning of the year, pupils are inventoried for their activity interests, preferences, and suggestions.

14. Entering students are alerted by assemblies and publications to the scope of the activity program and the reasons for participating in it.

15. Offices are regulated in such a manner as to provide office holding by largest number of students.

16. Clubs, socials, and intramural activities are scheduled during the regular school day.

SUMMARY

In the past few years there has been a trend toward the acceptance and use of group techniques in the guidance program. The purpose of this chapter was to discuss the organization of group activities which could be used to promote the guidance program further. The following group activities were discussed: (1) The homeroom, in which the students have an opportunity to discuss in groups common problems, school problems, social and civic problems, and career planning. Effective homeroom programs will have the support of the administration, adequate time for activities, trained and interested sponsors, and the support of the entire faculty in the planning and operation of the program. (2) Career days, which provide an opportunity for students to study possible occupational choices by listening to and asking questions of experts in the field. The effective career day involves careful planning and the interest and active support of students, faculty, and community groups. (3) Orientation programs, designed to assist the students in adjusting to new situations with minimum of frustration and conflicts. The orientation process is a continuous process. In planning an orientation program, preparation should start well in advance of the actual time of the orientation period. Plans should be made concerning the specific activities to be conducted, who will help, who will be present, and the facilities required for successfully

performing the activities. (4) The occupational course, aimed at assisting the student in selecting and planning for an occupation. In initiating an occupation course, the teacher should use a wide variety of teaching techniques, base the content of the course on needs, interests, and maturity level of students, relate the course to other guidance services, and continually evaluate the course offerings. (5) Extra-curricular activities which render developmental, diagnostic, therapeutic, and group values. An effective extracurricular program will be relatively inexpensive for the students, will contain a reasonable balance of activities so that it will reach the needs of all students, and will be designed to enlist the participation of all of the students.

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Administration of the Placement Service

THE ROLE OF THE PLACEMENT PROGRAM

IT HAS long been assumed that the placement service is a function of the guidance program; however, the placement service has not received the emphasis it needs and properly deserves. One writer indicates that only 0.5 percent of the public schools in this country have a placement and follow-up organization (23). Other writers have constantly referred to the placement and follow-up services as the weakest links in the guidance program. In trying to clarify the relationship between placement and guidance and counseling, Sinick (26) sought answers to some of the following questions through reading literature and observing actual practice:

1. Is placement a legitimate function of guidance?
2. Is placement a proper function of industry?
3. Should placement be done by the public employment service alone?
4. Are placement and counseling best conducted as separate functions?
5. Should both functions within a school or agency be performed by the same personnel?
6. Should a counselor perform placement services?
7. Should a placement worker do counseling?

These questions are important, and the school should seek answers to them prior to the establishment of a formal, organized placement service, for the answers will be determinants of organizational procedures and administrative relationships.

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37. Tribble, O. Hoyt, "Content of Group Guidance," *Phi Delta Kappan*, 34:320–322 (May, 1953).

38. Trump, J. Lloyd, "Extraclass Activities and the Needs of Youth," in National Society for the Study of Education, 52nd Yearbook, pt. I, *Adapting the Secondary School Program to the Needs of Youth*, 1953, pp. 160–179.

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job or making a choice of additional educational training. Such activities have innumerable values to the (1) students, (2) employers, (3) school, and (4) community.

TYPES OF ORGANIZATIONAL PATTERNS

Placement programs are usually organized by one of several patterns. In one pattern, called the decentralized plan, various departments or individuals in the school are responsible for placing students in jobs in their respective areas. By this method, the business or commercial department would place students in business and commercial jobs; whereas the industrial education department would find jobs in their areas, and so on. One author suggests using the commercial club to sponsor a placement service and suggests the following four steps in getting a placement program started (23): (1) Sell the idea to the administrator, (2) require the aid of the superintendent to publicize the service to the community, (3) have a general school assembly to explain to students how the program will work, (4) sell the members of the commercial club the idea of sponsoring such a service. The argument for use of this decentralized plan is based on the idea that, since department heads are familiar with potential employers in their area, they are in a good position to locate jobs. In addition, they are usually acquainted with the students in their area and, therefore, have a knowledge of their interests, needs, and capabilities.

Another organizational pattern, called the centralized plan, places the responsibility for the placement of students under a centralized head who works closely with other members of the faculty and guidance staff. In this plan, the person responsible for placement seeks employment possibilities for students, gathers such information about students as is pertinent for placement, develops the necessary forms and records for placement, publicizes the placement service, conducts follow-up on students who have been employed, and assists students to find jobs in accordance with their interests and training. The assumption behind this type of organization is that the placement function is a speciality requiring a properly trained individual who can devote his time to developing a systematic procedure for assisting all students in finding jobs or continuing their educational training.

Other organizational patterns which can be established for the purpose of placement would include combinations of the two preceding types. In some cases, there might be a centralized placement of students

Placement has generally been and should continue to be considered a function of the guidance program, as it is part of the process of assisting youth in achieving maximum development. Since placement is a function of the guidance program, it becomes a responsibility of the school to see that every student has the opportunity for placement service. In recent years the public employment service has developed and many school administrators are willing to allow such agencies to assume the responsibility for placement. It is highly desirable that the individual responsible for placement work coöperatively with public agencies and the U.S. Employment Service. But it is not desirable to delegate the entire responsibility to these agencies because (1) the school has access to more information about the student than a public employment service has, (2) the emphasis on placement should be conducted on the basis of student needs and not on the basis of immediate job openings, and (3) the continuity of the guidance process would be broken if the schools did not accept the placement responsibility. The general viewpoint most commonly held today is one expressed by Novak (*21*): "Placement is a responsibility of all school systems, working in close association with other public and philanthropic agencies to the fullest extent that is feasible."

The extent to which placement and counseling will be performed by the same individual or personnel will depend upon such factors as the size of the school, the training and competence of the guidance staff, and the availability of community resources. In a small high school, the counselor will probably perform both counseling and placement functions; whereas in a large school or college, it would probably be wise to divide these functions between the counselor and placement officer. As Arbuckle (*2*) indicates, the placement officer is not an occupational information specialist nor is he a vocational counselor. If he has to perform all three functions, he cannot be adequately effective in any of them. Where placement and counseling are separate functions performed by different personnel, there needs to be constant coöperation between the individuals who perform the two functions, so they may articulate their functions for the student's benefit. In all cases, the individual responsible for placement should operate within the limitations of his competency and training.

Placement as it is viewed here refers to all of the activities performed in assisting the student to make an adequate adjustment to the next step in his training whether that be taking a full- or part-time

Providing Adequate Physical Facilities

The physical facilities for the placement service will involve two considerations: (1) the actual facilities of the placement office, and (2) the location of the placement office in relationship to other administrative and guidance offices.

The size of the placement office and the amount and kind of equipment will depend upon the size of the school. The equipment should include such items as desks, chairs, telephone, files, typewriter, and bookshelves. If the school is large, there should be interview rooms located near the placement office and there should be additional physical facilities for other staff members and clerical workers. Clerical help is essential to a successful program and physical facilities must be provided for clerical workers.

The placement office should be located in a central place easily accessible to both students and employing officials. It is highly desirable for this office to be located conveniently to other administrative offices and to the counseling offices where the cumulative records are kept.

Determining Scope of Service

In initiating the placement service, it is necessary to determine the amount of service to be provided. For example, will placement service be provided for graduating seniors only or will assistance be given to seniors, to those desiring part-time employment, drop-outs, and alumni? It may be necessary to make a survey of the students' needs to determine how many need part-time work or assistance in getting jobs once they leave the school. In addition, a community survey may be necessary to determine what jobs are available, how much labor turnover exists in the community, and what qualifications employers are seeking. Suggestions for a community occupational survey were presented in Chapter 9.

Involved in the problem of determining the scope of the placement service is the problem of ascertaining the extent to which placement work is now being performed in the school. Securing answers to the following questions will help determine the extent of existing services:

1. Do you have a centralized placement office for all students desiring assistance in securing part- or full-time jobs?
2. Are various faculty members assisting individual students in finding jobs?
3. How frequently do employers call the school seeking students for work?

in their area. In other cases, departments might provide the actual contact with employers but channel such contacts through a centralized office. Many variations of the centralized-decentralized patterns might be used.

STEPS IN DEVELOPING A PLACEMENT PROGRAM

Many different methods and techniques may be used in organizing a placement service. Factors such as size of school, number of employers, availability of public employment agencies, and type of organizational pattern will determine the best methods for establishing this basic guidance service. In this section, we are interested in presenting techniques that would be useful in establishing a centralized placement program. Hatch and Dressel (15:136-152) list the following steps in developing the placement service:

1. Identifying the staff who is to do the work.
2. Providing adequate physical facilities.
3. Determining the scope of the service.
4. Preparing necessary forms.
5. Interpreting placement services to the student, staff, and potential employers.

Identifying the Staff To Do the Work

The placement of students will require the service of an individual who can establish friendly and cordial relationships between students and prospective employers. This individual may be a teacher or a counselor and should possess some of the following qualifications (15:138):

1. Personnel training and experience.
2. A knowledge of the community and a wide acquaintance with the people of the community.
3. Work experience in addition to that of teaching.
4. Service as a counselor or as an active guidance worker in the school.
5. Acceptance by other staff members and students.
6. Enjoyment of directing the placement work.
7. Familiarity with the senior high school.
8. Knowledge of child labor laws.

It is impossible to place too much emphasis on the proper selection of an individual to be responsible for the placement work; the success or failure of the program will depend largely upon this individual.

SURVEY OF STUDENT PLANS

Senior Survey
January 1955

School_____

NAME (Print)_____

Boy____
Girl____ ROOM____

    (Last name)   (First)

Address_____Tel.____ City____ State____
    (Permanent address most likely to reach you in the
    future)

PLANS FOR THE COMING YEAR
1. Do you <u>plan to continue your education</u>? Yes____ No____
   If answer is "Yes," please complete PART I below.
2. Do you <u>plan to go to work</u>? Yes____ No____
   If answer is "Yes," please complete PART II <u>or</u> PART
   III below.
3. If you are <u>not</u> going to school or college and are
   <u>not</u> going to work, what are your probable plans
   <u>for the coming year?</u>_____

PART I

WILL CONTINUE EDUCATION
  When do you plan to continue your education?
    Spring '55____ Summer '55____ Fall '55____

  Which school or college?
    Junior College_____Trade School_____
         (name)   (name)

    College or Uni-
       versity_____Nurses Train._____
         (name)   (name)

    Other_____Business College_____
        (name)   (name)

  Do you want a job until you return to school?
    Yes____ No____

PART II

ALREADY HAVE PERMANENT FULL-TIME EMPLOYMENT after high
    school graduation.
  For what firm will you work?_____
  What is your job?_____
  Have you worked for this employer before?
    Yes____ No____

PART III

WANT PERMANENT FULL-TIME EMPLOYMENT after high school
    graduation.
  Indicate on following list, jobs for which you are
    trained or which you would like. In square opposite
    <u>first</u> choice of job, write (1); <u>second</u> choice (2);
    etc.

4. How adequate are the following provisions for placement?
   a. Office space?
   b. Interview rooms?
   c. Registration forms?
   d. Filing facilities?
   e. Records of request for workers, recommendations of school and placements?
   f. Placement forms and records?
5. To what extent are prospective employees instructed in:
   a. How to apply for a position?
   b. Proper conduct during an interview?
   c. What may be expected in an interview?
   d. Ethical practices involved in obtaining or leaving a position?
6. What studies have been made to indicate:
   a. The number of students that have received assistance in finding jobs?
   b. The availability of jobs in the community?
   c. The success of recent graduates?

These are just a few of the questions, the answers to which will assist the school to determine the extent of existing placement services. When information from this source is related to the previously mentioned point concerning the determination of how much service is to be provided, then the school will be in a position to know how much money, time, and personnel will be necessary to provide adequate placement services.

Preparing Necessary Forms

In establishing a placement service, several types of records and forms must be developed. In the first place, a survey should be made to give students an opportunity to indicate their plans. A suggested form that might be used for this purpose appears on pages 251 and 252 (8).

Use of the above survey form will secure information about the student who plans to graduate from high school, but many students may want part-time work. To determine how many students may fall into this category, the survey form on page 253 may be used (28: 403–404).

To perform effective placement service, one needs significant information about the student. The cumulative school record will ordinarily contain the desired information. Whenever the cumulative records are incomplete, the placement officer will have to supplement the

SURVEY OF STUDENT PLANS

Senior Survey
January 1955

School_____

NAME (Print) _____
   (Last name) (First)

Boy____
Girl____ ROOM____

Address_____Tel.____ City____ State____
 (Permanent address most likely to reach you in the future)

PLANS FOR THE COMING YEAR

1. Do you plan to continue your education? Yes____No____
   If answer is "Yes," please complete PART I below.

2. Do you plan to go to work? Yes____ No____
   If answer is "Yes," please complete PART II or PART III below.

3. If you are not going to school or college and are not going to work, what are your probable plans for the coming year?_____
_____

PART I

WILL CONTINUE EDUCATION

When do you plan to continue your education?

Spring '55____ Summer '55____ Fall '55____

Which school or college?

Junior College_____Trade School_____
    (name)   (name)

College or University_____Nurses Train._____
     (name)   (name)

Other_____Business College_____
   (name)   (name)

Do you want a job until you return to school?
Yes____ No____

PART II

ALREADY HAVE PERMANENT FULL-TIME EMPLOYMENT after high school graduation

For what firm will you work?_____
What is your job?_____
Have you worked for this employer before?
Yes____ No____

PART III

WANT PERMANENT FULL-TIME EMPLOYMENT after high school graduation.

Indicate on following list, jobs for which you are trained or which you would like. In square opposite first choice of job, write (1); second choice (2); etc.

4. How adequate are the following provisions for placement?
   a. Office space?
   b. Interview rooms?
   c. Registration forms?
   d. Filing facilities?
   e. Records of request for workers, recommendations of school and placements?
   f. Placement forms and records?
5. To what extent are prospective employees instructed in:
   a. How to apply for a position?
   b. Proper conduct during an interview?
   c. What may be expected in ao interview?
   d. Ethical practices involved in obtaining or leaving a position?
6. What studies have been made to indicate:
   a. The number of students that have received assistance in finding jobs?
   b. The availability of jobs in the community?
   c. The success of recent graduates?

These are just a few of the questions, the answers to which will assist the school to determine the extent of existing placement services. When information from this source is related to the previously mentioned point concerning the determination of how much service is to be provided, then the school will be in a position to know how much money, time, and personnel will be necessary to provide adequate placement services.

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To perform effective placement service, one needs significant information about the student. The cumulative school record will ordinarily contain the desired information. Whenever the cumulative records are incomplete, the placement officer will have to supplement the

SURVEY OF STUDENT PLANS

Senior Survey
January 1955   School_____

NAME (Print)_____   Boy____
         (Last name)   (First)   Girl____ ROOM____

Address_____Tel.____ City____ State____
      (Permanent address most likely to reach you in the future)

PLANS FOR THE COMING YEAR

1. Do you plan to continue your education? Yes___No___
   If answer is "Yes," please complete PART I below.
2. Do you plan to go to work? Yes___ No___
   If answer is "Yes," please complete PART II or PART III below.
3. If you are not going to school or college and are not going to work, what are your probable plans for the coming year?_____
   _____

PART I

WILL CONTINUE EDUCATION

When do you plan to continue your education?

     Spring '55____ Summer '55____ Fall '55____

Which school or college?

     Junior College_____Trade School_____
             (name)   (name)

     College or Uni-
     versity_____Nurses Train._____
             (name)   (name)

     Other_____Business College_____
             (name)   (name)

     Do you want a job until you return to school?
     Yes____ No____

PART II

ALREADY HAVE PERMANENT FULL-TIME EMPLOYMENT after high school graduation
     For what firm will you work?_____
     What is your job?_____
     Have you worked for this employer before?
     Yes____ No____

PART III

WANT PERMANENT FULL-TIME EMPLOYMENT after high school graduation.
     Indicate on following list, jobs for which you are trained or which you would like. In square opposite first choice of job, write (1); second choice (2); etc.

WORK ASSET SUMMARY

To_____

    The following requested information is supplied to you with the hope that it may prove useful to you in considering this student as a possible employee.

1. e. Name_____

   b. Age_____

   c. High School Major_____

   d. Date of graduation from high school._____

   e. Married_____ Single_____

2. Personal traits

	Superior	Excellent	Good	Fair	Poor
a. Coöperation					
b. Dependability					
c. Promptness					
d. Ability to assume responsibility					

3. Special skills (underline twice if strong, once otherwise)

   a. Mathematics   Typing   Industrial Arts   Home Economics   Art   Shorthand   Business Machines   Agriculture

   b. List other skills not mentioned above._____

4. Work experience as shown on school records.

Job	Supervisor	Dates From	To
(1)			
(2)			
(3)			
(4)			

5. Courses in which the student received his best grades. Name of course a._____

                 b._____

SURVEY OF STUDENT PLANS

Senior Survey
January 1955   School_____

                                          Boy____
NAME (Print)_____   Girl____ ROOM____
              (Last name)   (First)

Address_____Tel.____ City____ State____
        (Permanent address most likely to reach you in the
         future)

PLANS FOR THE COMING YEAR
    1. Do you plan to continue your education? Yes___No___
       If answer is "Yes," please complete PART I below.
    2. Do you plan to go to work? Yes___ No___
       If answer is "Yes," please complete PART II or PART
       III below.
    3. If you are not going to school or college and are
       not going to work, what are your probable plans
       for the coming year?_____

       _____

PART I
WILL CONTINUE EDUCATION
    When do you plan to continue your education?
        Spring '55_____ Summer '55_____ Fall '55_____
    Which school or college?
            Junior College_____Trade School_____
                         (name)   (name)
            College or Uni-
                versity_____Nurses Train._____
                       (name)   (name)
            Other_____Business College_____
                  (name)   (name)
    Do you want a job until you return to school?
        Yes_____ No_____

PART II
ALREADY HAVE PERMANENT FULL-TIME EMPLOYMENT after high
    school graduation
    For what firm will you work?_____
    What is your job?_____
    Have you worked for this employer before?
        Yes_____ No_____

PART III
WANT PERMANENT FULL-TIME EMPLOYMENT after high school
    graduation.
    Indicate on following list, jobs for which you are
    trained or which you would like. In square opposite
    first choice of job, write (1); second choice (2);
    etc.

1. CLERICAL
   - a. Typing...................... ☐
   - b. Stenographer................ ☐
   - c. Clerk (filing, mail, etc.)... ☐
   - d. Bookkeeper (hand or machine)... ☐
   - e. Comptometer.................. ☐
   - f. Key Punch Operator........... ☐
2. RETAIL
   - g. Sales....................... ☐
   - h. Stock Clerk................. ☐
   - i. Cashier-wrapper............. ☐
3. INDUSTRIAL
   - j. Auto mechanics apprentice or helper... ☐
   - k. Carpenters or cabinet makers apprentice... ☐
   - l. Electrician's apprentice........ ☐
   - m. Machinist's apprentice.......... ☐
   - n. Plumber's apprentice............ ☐
   - o. Printer's apprentice............ ☐
   - p. Sheet metal apprentice.......... ☐
   - q. Butcher's apprentice............ ☐
   - r. Driver......................... ☐
   - s. Factory worker................. ☐
4. SERVICE
   - t. Restaurant worker.............. ☐
   - u. Hospital worker................ ☐
   - v. Laundry worker................. ☐
5. WORK NOT LISTED ABOVE_____

information. Kitson and Newton (*16*) suggest that the following information should be known about the student to facilitate effective placement:

a. Identifying information. This should include such information as the applicant's name, address, telephone number, social security number, height, weight, size, marital status, and birth date.

b. Education and training. The information needed here will depend upon the job requirements, but most stress is laid on academic training.

c. Employment record. This data includes names and addresses of previous employers, work time of employment, salary, and reasons for leaving employment.

d. Special information. This will include . . . comments by the interviewer on the applicant's personal appearance and test results.

e. Information concerning referrals given the applicant, as well as information concerning the reaction of the employer to the applicant.

A form containing desirable information about students for the purpose of placement was developed by psychology students at Chico

WEST HIGH SCHOOL
Job Survey
1951–1952

Circle Grade: Advisor_____

9 10 11 12   Room No._____

Name_____
      (Last)   (First)   (Middle)

Present Address_____ Phone No._____

Male or female_____Weight_____
                                 (Pounds)

What time do you get out of school?_____

Age_____ Date of birth_____
 (Years) (Month)   (Month) (Day) (Year)

Height_____
 (Feet) (Inches)

Are you employed at present? _____ _____
                        Yes or No

If so, where?_____
         (Name of individual or firm)

If employed, please explain the type of work you are doing

_____

How many hours a week are you employed?_____

If not employed, do you desire part-time employment?_____
If so, please explain briefly the type of work you are
interested in obtaining_____

_____

ATTENTION BOYS ! ! !
Are you interested in doing odd jobs, such as cleaning
yards, washing windows, putting up storm windows, clean-
ing sidewalks, etc.?_____

ATTENTION GIRLS ! ! !
Are you interested in taking care of small children?_____
In doing housework?_____

Junior Employment and Counseling Service
Room 107, West High School

State College with the assistance of the Chico High School and em-
ployers of that area. This form is shown on page 254 and may be
used to summarize the student's work potentials and can also be used
as a confidential report to prospective employers (7).

When the employer contacts the school's placement service about a
job opening in his business, the placement officer should have a form
on which he can record all of the pertinent information about the

WORK ASSET SUMMARY

To_____

The following requested information is supplied to you with the hope that it may prove useful to you in considering this student as a possible employee.

1. a. Name_____

   b. Age_____

   c. High School Major_____

   d. Date of graduation from high school._____

   e. Married_____ Single_____

2. Personal traits

	Superior	Excellent	Good	Fair	Poor
a. Coöperation					
b. Dependability					
c. Promptness					
d. Ability to assume responsibility					

3. Special skills (underline twice if strong, once otherwise)

   a. Mathematics Typing Industrial Arts
      Home Economics Art Shorthand Business Machines
      Agriculture

   b. List other skills not mentioned above._____

4. Work experience as shown on school records.

		Dates	
Job	Supervisor	From	To
(1)_____			
(2)_____			
(3)_____			
(4)_____			

5. Courses in which the student received his best grades.
   Name of course a._____
                   b._____
                   c._____
                   d._____

6. Extracurricular activities in which this student has taken an active part

   _____ , _____ ,
   _____ , _____

7. Hobbies_____

8. Honors or awards this student attained_____

9. Scholastic standing_____

10. Health status: Excellent_____ Good_____ Fair_____

11. Regularity of attendance (underline) Excellent
    Good   Fair

12. General statement of your impression of this student
    (Counselor)

_____

_____

(Signed)_____

Director of Counseling
and Guidance

job so that it will be readily available for future use. This form might
include the following information:

1. Name and address of employing establishment.
2. Person to contact concerning job.
3. Full- or part-time work.
4. Date work begins.
5. Description of job.
6. Requirements of work in terms of training and experience.
7. Beginning salary.
8. Future opportunities.

When a prospective applicant goes to see a potential employer, it is
desirable for him to take with him a card of introduction. It is also
highly desirable that the school placement director know whether a
particular student was employed for a job for which he had been
recommended. The following form placed on a postcard that is
addressed to the high school might be used to introduce the student to
the employer and also serve as an aid in a follow-up to determine the
number of placements *(15:149)*.

INTRODUCTION AND FOLLOW-UP

Mid-Town Public Schools   Qualifications form attached ( )
Placement Service   Qualifications form will
                                           be mailed   ( )

_____
Name of Prospective Employer   Date

This is to introduce_____who is being
referred by this office in response to your request for

applicants for_____
_____
(Type of Work)

We appreciate the opportunity to submit the names of
individuals for possible employment in your organization.
Will you please check the appropriate blank below, sign,
and mail this card? Please destroy the Qualifications
form.

This appliant was employed ( )

This applicant was not employed ( )

Reason:_____

_____
Representative

Frequently job opportunities may occur during the summer when
students are not in school and are not easily accessible. Also in a large
high school where the placement service is also concerned with students
who have already left school, some system must be devised to notify
such people of job openings. An example of a form used for this pur-
pose is presented below (28:407).

JUNIOR EMPLOYMENT AND COUNSELING SERVICE
WEST HIGH SCHOOL

We have been asked to recommend for the following jobs:

Kind of work_____ Wage_____

Company_____ Address_____

Apply to_____ At once
(Always call for appointment)

Please notify us if you are selected for this job.
Call us if you are not interested in this job.

Phone 9-2432
Yours truly.

_____

The placement service of the guidance program is also concerned
with assisting students in planning their educational programs. That
is, students should receive help in planning the next step in their
educational career. Naturally, such a function is closely related to
counseling and may, therefore, be a function of the counselor. It is
desirable to develop some form which might be used to assist the
students to plan their educational career while in school so that they
may know what lies ahead of them and plan accordingly. Obviously
such forms imply counseling with the students to assist them in the
establishment of objectives so that they may understand the relation-
ship between their objectives and their educational plans. Forms that
might be used in assisting students to plan their educational career
appear on the following pages.

NORTH DAVIS JUNIOR HIGH SCHOOL

A LIFE PLANNING SHEET

BY

_____

Date_____

MY PLANS FOR THE FUTURE

After I leave North Davis my plans are:

After I am out of school I plan to:

What I am doing now in school will be very
helpful in the future because:

Some special subjects that I could take to
help me be more successful in the future
are:

My hobbies and other out-of-school activities
may help me to be successful in the future
because:

MY IDEAS ABOUT PLANNING FOR THE FUTURE

It is wise that I began to think and plan
now for the future because:

Some things that may interfere with my present
work and future plans are:

PLAN SHEET USED BY RICHFIELD JUNIOR HIGH SCHOOL
RICHFIELD, UTAH

Last name	First Name	Date of Birth

Address	Phone Number
SCHOOLS ATTENDED	YEAR

CLASSES LIKED	CLASSES DISLIKED

Main Interests, Abilities, and Hobbies	Work Experience

Do you plan to finish high school?_____ Reason_____

If you graduate from high school, do you plan to:
            go to college?_____
            go to work?_____
            join the Armed Services?_____
What are some vocations you are interested in?
_____

What classes (other than required) do you want to take in
High School? (Required classes are: Eng. 2 yrs., P.E.
2 yrs., Amer. Hist., and American Problems.)

_____	_____

What required classes would you prefer not to take?
                        _____
                        _____
                        _____

Where in America do you hope to live for most of your
    life?_____
How much income do you think you'll need after you go to
    work?_____
DATE_____   SIGNATURE_____

259

PLAN CARD   JORDAN HIGH SCHOOL   SANDY, UTAH

_____
Last Name   First name   Birth

_____
          Address   Telephone

_____
          Parent or Guardian

Indicate which of the fol-   Schools last attended
lowing courses you wish to
follow: School   Year

College Prep_____   _____ _____

Commercial_____   _____ _____

Industrial_____   _____ _____

General_____   _____ _____

                                    Main interests, abilities and
                                    hobbies:
After school I plan to: _____
Go to work_____   _____
Go go college_____   _____

Vocational choice_____
_____   Work experience
_____   _____
                                    _____

                          PLAN OF COURSE
        9TH GRADE   10TH GRADE
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

        11TH GRADE   12TH GRADE
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

SIGNATURE_____   DATE_____

Before leaving this section, a word of caution is necessary. Many forms have been suggested in this division as examples. It should not be assumed that they are *ideal*. They are given only as suggestions and each school placement director should develop his own forms in accordance with the needs of the school, community, and students.

Interpreting Placement Service to Students, Staff, and Potential Employers

For a placement program to be effective, the director must constantly be concerned about the problem of selling his product (the students) to business and industry. One writer notes that the greatest weakness in the placement service of the school is the sales or public-relations methods used to bring its graduates or drop-outs to the attention of industry (17). No matter how well a placement program may be organized in the school, it cannot be effective if there is not a continuous flow of contact between the placement office and the employers of the community. Kleiner (17) has very aptly summarized the following methods which can and should be used in obtaining jobs for students and maintaining public-relations contacts with employers.

The direct visit. Here the counselor takes time out from his office duties to visit business houses. As in industry, it is the most effective technique for selling one's products. The counselor-salesman will find that the direct visit will afford him the time and courtesy he cannot obtain by the telephone call or an advertisement. To make this approach effective, and to conserve time and energy, it is often necessary to make preparation. This can be done by introductory sales correspondence, and by an investigation of the firm's personnel policy.

Direct mail. This involves the use of direct mail media such as letters, broadsides, blotters, and other promotional items. This is a very effective method when used in conjunction with the direct visit and the telephone solicitation, for it helps pave the way for "closing the sale," which can best be done in a face-to-face or over-the-wire conversation.

Telephone solicitation. This is a widely used technique and it is most effective when the solicitor must get by the secretarial watchdogs. It is possible that the timesaving element makes its use popular. However, generally speaking, it does not have the advantage of the direct visit, which allows for more time with the prospective employer.

Coöperative and/or work experience programs. These programs, as borne out by many studies, lead to placement and may be considered as a technique for the purpose of this paper. In the coöperative program the student works

part of his usual school day at a business or industrial establishment where he is being given practical experience in the occupation for which he is being trained by the school. In the work-experience program, the work is done after school. A graduate of the coöperative program has the so-called "Practical experience," which is a selling point. Also, the firm which has been giving him the experience may retain him after graduation.

Inviting representatives of industry to the school. This can be handled in various ways, depending on the type of school. For example, a vocational school which has an electrical course could set aside a day on which potential employers could see the boys at work in their shops. A school teaching the needle trades could run a fashion show so that the visitors could be impressed by the work of the students. Commercial schools could plan a luncheon at which employers meet prospective employees. All these approaches help to build friendly relations.

Responding to "Help Wanted" advertisements. To establish contacts, the vocational counselor could respond to Help Wanted advertisements. This is an inexpensive way of advertising the placement service of the *school*. It is especially valuable to a school which is instituting a placement service.

Using the "Situations Wanted" columns. Here the school placement service places its own advertisement, calling the prospective employers' attention to the various types of jobs that its corps of graduates can fill. Private schools occasionally use this technique; why not the public schools?

In addition to using a "Situations Wanted" column in the newspaper, the placement director may be able to work out an arrangement with the local newspaper to provide free want ads in their classified columns for young people who are trying to locate part-time and summer jobs. An example is shown below (4).

In Richmond, Indiana, the *Palladium Item* started the ball rolling with a front-page story headed: HIGH SCHOOL STUDENTS OFFERED FREE WANT ADS FOR SUMMER JOBS. The feature read: Boys and girls wanting to earn extra money this summer working in stores, factories, at odd jobs, running errands . . . may take advantage of the opportunity to advertise their willingness to work at no cost to them. The same issue carried a promotional ad which set forth the conditions for using the service. Ads were restricted to one per person with a maximum allowance of 22 words. A parent's signature was required and the youngster had to present his application personally at the newspaper office.

During the following week, the newspaper carried a *classified want ad form for high school students.* This served as an application blank providing space for such information as name, address, telephone, age, and parents' signature.

Also included was a sample ad to show students how to prepare their own ads, with additional space for the ad itself.

CLASSIFIED WANT AD FORM FOR HIGH
SCHOOL STUDENTS

Name _____ Age _____

Address _____

Telephone No. _____

Parent's Signature

Teen-age response totaled 121 applications, divided almost evenly between boys and girls. Their ads were carried for four consecutive days during the last week in May. One ad read: 15-year-old boy wants yards to care for, or other odd jobs. Another: 17-year-old boy would like office job. Can type. Jobs wanted by girls included office and selling positions, work in doctors' and dentists' offices, and baby-sitting.

On June 1, the paper surveyed applicants with a questionnaire which asked: Did you obtain work as a result of your ad? How many answers did you receive from the ad? What day did you receive most of your replies? What value has the service been to you? One youngster who found the work she wanted wrote: "I believe this plan is a wonderful thing and should be done year after year." Another who failed to find employment wrote: "I certainly appreciate your kindness and your help."

Labor-management advisory committees. These committees of representatives of labor and industry are often used by vocational schools to help set up standards and to plan courses. They can also be used as a source of jobs for the graduates and drop-outs.

Trade connections of teachers of shop subjects. In many school systems, teachers of trade subjects need several years of actual experience in the trade in order to qualify for their licenses. These teachers should be encouraged to use their old trade connections as a means of placing pupils and gaining industrial friends for the placement office.

Referrals to the state employment office. The state employment service has been working with juniors for many years and uses many of the techniques described above. Although the school may have its own placement organization, it is wise to maintain a friendly, coöperative relationship with the state

employment service. They know the labor market and print much occupational material. Many schools take advantage of the coöperation of the state employment service in addition to maintaining their own placement setup.

SUMMARY

The placement service is one of the weakest of all the guidance services. Placement is considered to be all activities performed in assisting the student in making an adequate adjustment whether that be a full- or part-time job or making a choice of additional training.

Placement programs vary in their organizational structure. Some are decentralized with various individuals or departments responsible for providing assistance to students. Others are centralized with the responsibility of placement of students coming under a centralized head. Combinations of these two organizational structures are used in many schools. For efficient service, it seems desirable to have some form of centralization so that placement activities may be coördinated with other guidance activities.

In this chapter the following steps were discussed as useful in developing a placement program: (1) Identifying staff to do the work; (2) providing adequate physical facilities; (3) determining the scope of the service; (4) preparing necessary forms; and (5) interpreting the placement service to student, staff, and potential employers. It was recognized that no single approach to the development of a placement program is suitable for all schools. But regardless of the size of the school or the organizational plan for placement, it is essential that the above steps be taken if the placement service is to be effective.

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CHAPTER 13

Administration of the Evaluation Service

WHY EVALUATION IS IMPORTANT

INTEGRATED with the initial plans of a guidance program are the essential elements of evaluation. What are the aims, objectives, or purposes? What is being accomplished? How do accomplishments compare with aspirations? What can be done to balance aspiration and achievement?

So that the guidance program may be modified to fit educational and social changes, constant examination and redirection are necessary. The guidance administrator, guidance committee, and all guidance personnel need to know in what respects progress is satisfactory or unsatisfactory, and why. How effectively is each of the several components of the program functioning and what changes should be made to increase effectiveness?

Summarizing his impressions, after ten years of evaluating guidance services, Harold J. Mahoney (28) has called our attention to the need and values of a carefully planned and philosophically sound program of evaluation. These values can be paraphrased as follows:

1. Evaluation is a means of promoting, developing, and extending guidance services from the kindergarten to post-high school level.
2. Evaluation procedure is a natural medium for securing lay participation and acquainting the people of the community with the work of schools in general and the guidance program in particular.
3. The execution of plans for evaluation is a most effective in-service training

program whether it be limited to the staff of a single school or expanded to a state-wide program. In a large city, it may involve hundreds of lay and school personnel in the exchange of ideas.

4. Evaluation may provide an opportunity to examine the operational outcome of guidance services applied to pupils. No guidance program can be justified unless it improves the behavior of the students.

5. Evaluation procedures are an effective means of acquainting the community with the need for guidance services.

6. The accumulation of data from evaluative studies provides a basis for research.

7. Evaluation activity is a means of building personal confidence among co-workers without which supervisory purposes are not achieved.

8. The evaluation of guidance services is a means of identifying professional talent and potential leaders who may be used on committees and programs.

Guidance is an intricate and complex process, the results of which are often intangible, long-delayed, and difficult to isolate. For this reason the achievement of outcomes in terms of stated goals or objectives takes a different departure from the evaluation of school learning. Nevertheless, difficulties of evaluating the ultimate effect of guidance activities on the individual student should not prevent the formulation and execution of evaluation plans. These plans must be adapted to the local situation, be based on the objectives of the school program, and involve counselors, teachers, administrators, students, parents, and other citizens of the community.

EVALUATIVE CRITERIA AS THE BASIS OF JUDGMENT

It is essential and possible that we utilize a systematic approach to the evaluation of guidance services. Evaluation can not be systematic unless certain criteria are used in judging the success of the guidance functions. These criteria are usually stated in terms of objectives, after which techniques and approaches which relate to the guidance program receive immediate attention.

We have very few studies which may aid in the evaluation of a guidance program. Most of the studies which have been made refer to college guidance centers and principally treat the fields of admission and prediction of college success, registration procedures, medical service, student activities and organizations, placement, living accommodations, and counseling. Studies made of the public school are usually in the form of measurement of student opinion or current practices.

An exception to this method was a unique study by Camp (9) in which he made a comparison of five high schools with a guidance program against five without a guidance program. He found students in schools possessing guidance programs were superior in personal adjustment and occupational planning.

From the studies in higher education we may use certain ideas applicable to guidance in high school:

1. A school-wide study of the participation of all students in extracurricular activities: (a) The relationship between participation in such activities and grades. (b) Opinions of students and faculty relating to student activities and organizations.
2. The opinion of students and faculty regarding medical services. The case load of the health service.
3. Student and employer reaction to the placement service. Are records sufficient in recording placement activities?
4. The number of counseling interviews held. The proportion of these to the total student body.

Any administrator and his staff can develop a fairly comprehensive set of criteria for evaluation purposes. The formulation of these criteria itself may be a portion of the evaluation process. A preliminary questionnaire with reference to the overall program of guidance may be used to invoke study of the success or failure of (1) plan of organization; (2) philosophy, purposes, or point of view; (3) activities employed; (4) results achieved in the improvement of public attitude and understanding; (5) personal growth of the staff in guidance work.

Once evaluative criteria have been developed for guidance services, the approach for examining status may be adopted. At the outset, we must be clear about two phases—evaluation in terms of the types and quality of existing services, and evaluation in terms of the effect of these services upon the pupils. Obviously the latter of these phases is the more difficult, yet the most significant of the two.

A review of the literature on evaluating the guidance program indicates that the benefit and limitations of guidance in the school can be determined only by inference from studies of specific procedures. Froehlich (17) who has made one of the most thorough reviews of literature to date on evaluation procedure, has organized procedures of evaluation into the following categories:

1. External criteria, the do-you-do-this? method.
2. Follow up, the what-happened-then? method.

3. Client opinion, the what-do-you-think? method.
4. Expert opinion, the "Information Please" method.
5. Specific techniques, the little-by-little method.
6. Within-group changes, the before-and-after method.
7. Between-group changes, the what's-the-difference? method.

Obviously, a statement of criteria should be evaluated for the purpose of validation. Few studies thus far have been directed toward this goal. From studies which have been reported we may select a few of the possible approaches to validation.

What has caused certain guidance programs to fail? *(40)*
Have guidance programs assisted the student to succeed in his vocation? *(42)*
Have guidance programs assisted the student to be satisfied with his life's work? *(25)*
Does the advice of counselors increase the grade-point average? *(47)*
Does counseling increase the scholarship of football players? *(13)*
Does counseling increase the scholarship of freshmen? *(16)*
Does counseling assist pupils toward graduation? *(41)*
Does counseling decrease the number of drop-outs? *(31)*
Does counseling assist pupils to make appropriate vocational choices before employment? *(5, 39)*
Does counseling affect the behavior of individuals in a social group? *(33)*
What opinions do individuals have toward the guidance program? *(6, 14, 18, 20, 23, 36, 42)*
What changes occur in attitudes and feelings as a result of counseling? *(10, 34, 35)*
How does counseling influence the amount of client verbosity? *(11, 15)*

Statement of Criteria: Some Examples

The ultimate criteria for effective guidance services are the effect on pupil attitudes, emotions, and thus, behavior. Obviously these criteria are so closely related to those of the public school in general that they can scarcely be isolated. Furthermore, the validity of any school criteria has never been established. Nevertheless, coöperative formulation of the statement of the objectives (criteria) is an essential feature of a successful guidance program. Admittedly the ultimate statements may take the form of arm-chair philosophy; nevertheless, such statements are necessary for establishing adequate evaluation procedure. Two examples shall be given in subsequent paragraphs to illustrate attempts to establish criteria for the elementary and secondary schools.

CRITERIA FOR EVALUATING ELEMENTARY SCHOOL GUIDANCE SERVICES

We shall use here some criteria suggested by Coleman (11) who offers these criteria as a means of self-evaluating existing practices. A discussion of questions formulated by a guidance expert, or preferably a guidance committee, should lead to a better understanding and a desire for improvement of the guidance program. The following 12 general criteria are suggested for this possible use:

1. Sensitiveness to the feelings of individual pupils.
   a. Are emotional feelings, such as gloom, discouragement, elation, and bitterness recognized and treated?
   b. Is assistance given to isolated and rejected children?
   c. Do teachers avoid the use of sarcasm, derisive remarks, and criticism?
   d. Are "free lunch" children accommodated without being embarrassed?
2. Appreciation of Individual Differences.
   a. Do teachers accept children who differ from the group norm?
   b. Do teachers seek and give recognition to the admirable qualities of each child?
   c. Are reasonable expectations held for each child?
   d. Are provisions made in each classroom for a wide range of material and learning situations?
   e. Do the criteria of individual differences in abilities, interests, previous experiences, and environmental background determine policies of promotion and group procedures?
3. Familiarity with growth and developmental patterns of children.
   a. Do the methods of discipline indicate an understanding of normal behavior patterns? For example, are six-year-olds expected to sit still for an hour or more at a stretch? Are 12-year-old girls expected *not* to giggle in the presence of boys?
   b. Are school activities centered around the interests of pupils?
   c. Do teachers recognize that such basic needs as desire for recognition, independence, self-esteem, security, and belongingness are the real reasons for certain behavior?
4. Are teachers using the various methods of securing information about children?
   a. Is there a cumulative record for each child?
   b. Are up-to-date and pertinent data kept for each child? Are such data used?
   c. Are proper home-school relationships maintained?
   d. Are teachers trained to administer and interpret tests of ability, achievement, interests, and values?

e. Have sociometric techniques and other methods been investigated for use in studying interpersonal relationships?

5. Availability of teachers to pupils who desire counseling.

   a. Do individual pupils gain better understanding and self-insight concerning their skills and limitations as they progress in school?

   b. Do pupils receive help in meeting problems of emotional and social adjustment through conferences with their teachers and manipulation of school environment?

   c. Do pupils become aware of the educational and vocational opportunities ahead of them, and are they assisted in making some general educational and vocational plans in collaboration with their parents?

   d. Do all pupils feel that they have teachers to whom they can take a personal problem and receive help?

6. Orientation program for beginning pupils.

   a. Is there a handbook for parents of preschool children?

   b. Are parents counseled about desirable preschool activities in the home?

   c. Is there a preschool clinic where parents are acquainted with the school and with what they can do to help beginning pupils?

   d. Do teachers arrange to visit the homes of beginning pupils to learn about backgrounds and needs?

   e. Do teachers organize the first-grade room to accommodate pupils of the different levels of maturity?

7. Proper home-school relationships.

   a. Is there a two-way communication between parent and teacher?

   b. Is there a school-wide parent-teacher conference schedule to guarantee that every child is discussed in regard to his development and progress?

   c. Do the report cards cover the things parents need to know about their child's development and possible problems?

   d. Do parents respond to school reports through appropriate media?

8. Use of appropriate community agencies.

   a. Are welfare agencies used to assist needy pupils to obtain food, clothing, housing, medical care and other essentials?

   b. Are pastors and church groups used to provide moral and spiritual aid for parents whose attitudes and patterns of behavior are detrimental to children?

   c. Are community groups asked to assist individual pupils? For example, are various projects sponsored by 4-H Club leaders or civic clubs?

9. Providing needed remedial help.

   a. Are children needing help given help?

   b. Is there an arrangement whereby children retarded in reading, arithmetic, or any other field can get special help, without other children being neglected?

Office of Education (4). Examples of criteria selected from this instrument are listed below:

1. How adequately does the administrator use his leadership in planning and developing the guidance program?
2. To what extent has the administrator enlisted the support of the community, staff, and pupils in the development of the guidance program?
3. How well has the administrator provided for a comprehensive program of records?
4. How well has the administrator provided for facilitating the organizational and physical needs of the guidance program?
5. How well has the administrator provided financially for the guidance services?
6. How well does the administrator provide for the training of the specialized staff in guidance service?
7. How well does the administrator provide in-service training for the total staff?
8. How adequate is the preparation and experience of the guidance specialist?
9. How satisfactory are the personal qualifications of the guidance personnel?
10. How extensive and varied are guidance specialists' efforts to improve?
11. How adequate are the provisions for the services of referral consultants?
12. How adequate is the use made of the services available from referral consultants?
13. How well do counselors and referral consultants understand their mutual responsibilities and relationships?
14. How adequate are the provisions for obtaining information about pupils?
15. How adequate is the information provided concerning home and family background?
16. How well are records kept up to date?
17. How adequately is information provided about physical and medical status?
18. How adequately is information provided concerning personal, social, and mental development?
19. How adequately is information provided concerning scholastic progress?
20. How accessible are pupil data to those who need them?
21. How well are pupil records organized for use?
22. How effectively are cumulative records used for pupil guidance?
23. To what extent do staff members show professional judgment in using confidential information obtained from pupil records?
24. How adequate is the informational service to individual pupils?
25. How extensively do pupils use the informational services available to them?

26. To what extent does the counseling adhere to the principles listed above?

27. To what extent are such procedures as those listed above used in counseling pupils?

28. How adequately are procedures such as the above used to complement the guidance program?

29. To what extent have the guidance services made data available for use by the school staff for purposes of curriculum development?

30. To what extent has the curriculum been modified or developed as a result of the guidance findings?

31. How effective has the guidance program been in promoting better in-school adjustment on the part of pupils?

32. How effective has the guidance program been in promoting better post-school and out-of-school adjustment on the part of the pupils?

33. What are the best characteristics of the guidance program?

34. In what respects is the guidance program least adequate or in greatest need of improvement?

35. In what respects has it been improved within the last two years?

36. What improvements are now being made or are definitely planned for the immediate future?

37. What carefully conducted studies has the school made within the past three years or is it now making of its own problems in this field?

38. How adequate are provisions of personnel, quarters, and materials for support of a comprehensive guidance program in the school?

39. How well are the facilities and resources available being utilized to provide adequate guidance services to individual pupils?

40. To what extent is the school integrating its guidance services with general school objectives and using guidance services as a tool in total school development?

Neither these evaluative criteria nor those listed above for the elementary school are all-inclusive. They represent samples only and should be considered as types of criteria which should be formulated in detail by the entire guidance staff. They are excellent criteria for self-evaluation. The evaluation program should be a coöperative venture, with counselors, teachers, administrators, students, and parents participating.

DESIGNING A PLAN FOR EVALUATION

Following a statement of objectives, a plan should be made to determine the degree to which objectives are accomplished. Evaluation plans have been classified by various writers; the classification by Froelich (17) was stated on pages 270 and 271. Travers (44) suggests two general classifications: (1) experimental designs, and (2) survey

designs. To these, Roeber, Smith, and Erickson (37) add a third, the case-study design. All of these designs have their strengths and weaknesses. Experimental designs are most scientific and therefore most desirable, yet to date it has not been possible to control variables to any appreciable point. Variables in the survey or case-study designs are even more difficult to control.

The use of external criteria is an example of the survey method. This method may also take the form of a survey of client or expert opinion. Surveys are concerned with the status of a group and may involve questionnaires, problem check lists, a combined questionnaire and interview method.

The within-group changes and between-group changes are examples of the experimental method. The status of a group may be determined, guidance services introduced, and after a period of time, a determination of the effect of guidance services made by noting changes. The use of the control and experimental groups, or so-called "matched groups," permits a detection of change because of the introduction of guidance services for one group as compared with another group deprived of such services.

The follow-up and little-by-little methods are examples of the case-study design. A study of the same pupils over an extended period of time involving a persistent, continuous collection of data, adequate follow-up techniques, and judges who understand typical life patterns is essential to the success of this design.

We shall now give specific attention, with examples, to typical evaluation studies. Some of these studies fit in admirably with the above types of design; others extend into two or more categories.

Expert Opinion of the Guidance Program

A typical example of the use of expert opinion is a survey team of consultants. The survey may be of an informal or systematic nature made by a group of self-styled experts or representatives of accrediting bodies. These consultants may compile and analyze data relative to (1) extent of service areas; (2) extent of student usage of guidance services; (3) reactions of students, faculty, and professional staff; and (4) qualifications of the professional staff. The survey team may use such instruments as the *Evaluative Criteria* of the Coöperative Study of Secondary School Standards, Form G, designed for the guidance program (12), or *Criteria for Evaluating Guidance Programs in Secondary Schools* (8), (4), or *Improving Guidance Programs in Secondary Schools* (8).

Prior to the visitation of the evaluation committee, the school should make its own evaluation. After a two-day survey by the experts, a joint meeting is held by the staff and evaluators for reading and discussing the findings. Generally, a survey seeks to determine status with emphasis on quantity rather than quality and assumes that, if guidance services exist to a high degree, pupils are well adjusted, mentally healthy, and working to capacity.

Obviously an expert-opinion survey demands a consideration of interpersonal relationships. Anxious and nervous teachers who suspect that hidden motives lie behind evaluations will be of little use to the survey team. Such a survey is not of much worth unless it is followed by a program of in-service training for the purposes of implementing the recommendations.

Teacher Opinion of the Guidance Program

No guidance program can be successful without the support of teachers. If teachers do not feel that guidance services are meeting the needs of pupils, they will not refer their pupils to counselors nor accept suggestions from guidance specialists. We have emphasized throughout this textbook the necessity of developing a guidance program by democratic planning and execution. The potential contributions of the teaching staff to the success of the program must be considered by any person or group holding an administrative position. Ideally, then, teacher opinion should be obtained through self-evaluation by each teacher or through the committee system. Frequently the opinion of teachers may be used to invoke discussions of purposes, weaknesses and strengths, or qualifications of personnel. Grant (20), for example, in his survey of teacher opinion in New York high schools, discovered that 70 percent of teachers and administrators felt that someone other than the counselor should work with students in the area of personal-emotional difficulties. This survey suggested that a concerted effort should be made to promote the counselor and his counseling services to school personnel, and that the counselors need further and better training in the dynamics of personality and adjustment.

The form below presents a sample of an attitude questionnaire prepared for elementary school principals and teachers.[1] The results

---

[1] This form was constructed by Roy D. Willey and Clifford Hatch, of the University of Utah (1952), and was used to help appraise elementary guidance activities in Utah Schools.

EVALUATION INSTRUMENT FOR ELEMENTARY SCHOOL PRINCIPALS AND TEACHERS

Directions: Please check answers or fill in the appropriate blanks. If none of the answers seem to agree with your opinion exactly, check the one which comes nearest to your views.

Name_____ School_____

Position_____

Please use the following key to indicate the extent to which you agree or disagree with the statements:

Place a check in	If you
Column 1	Completely agree with the statement.
Column 2	Agree with the statement with some reservations.
Column 3	Unable to state whether or not you agree with.
Column 4	Disagree with the statement with some reservations.
Column 5	Completely disagree with the statement.

	Extent				
	1	2	3	4	5
Good guidance and good teaching are synonymous					
The objectives of guidance and teaching are essentially the same: i.e., they aim at securing the most effective development and greatest happiness of the individual but each discipline calls for special training and experience.					
Guidance work in the elementary school should concern itself chiefly with the ''problem children.''					
Guidance work in the elementary school should concern itself with all of the pupils.					
More training in psychology of childhood, mental hygiene, educational psychology, tests and measurements, and personality development and life courses than is required at the present time should be required of all elementary teachers in addition to their regular preparation.					
The services of psychologists, psychiatrists, and other specialists should be made available to help teachers in understanding and meeting the needs of the individual pupils.					

	Extent				
	1	2	3	4	5
There should be provided in the elementary schools persons who could take care of all the guidance needs of pupils and leave the teachers free to concentrate upon teaching.					
The development of well-rounded personalities is largely the concern of the family; the school cannot be expected to assume this in addition to its regular responsibilities.					
The development of effective personalities should receive the major part of the emphasis in the elementary curriculum and the regular subjects the minor part.					
Adequate provision for the superior, the retarded, and the handicapped pupil is an essential part of guidance activities in the elementary school.					
In order to insure the effectiveness and coordination of guidance activities, responsibility for guidance should be delegated to one or more particular staff members.					
The classroom teacher should be considered the central figure in any program of guidance activities.					
A guidance specialist (other than the classroom teacher) should be considered the central person in any program of guidance activities.					
Vocational guidance should begin in the elementary school by introducing pupils to the world of work.					

1. A cumulative record folder is maintained for each pupil in your school from the kindergarten through the highest grade level.   Yes___ No___

2. The cumulative record folder is kept up to date by the
   a. Classroom Teacher_____
   b. Principal's Office_____
   c. Guidance Specialist_____
   d. Other (list)_____

3. The cumulative record folder follows the pupil to his new grade each year and on to the junior or senior high school to which he goes.   Yes___ No___

4. Parents are encouraged to visit the school
   a. Only during scheduled visiting days_____
   b. Other_____

5. The classroom teachers visit the home of
   each of their pupils at least once each
   year.   Yes___ No___

6. Visits to the pupils' homes are made chiefly
   by the visiting teacher or the school nurse
   who reports back to the school upon the   Yes___ No___
   visit.

7. Home visits are made by the classroom
   teachers only upon the invitation of the   Yes___ No___
   parents.

8. Scheduled conferences between the teacher
   and the parent are held at least once dur-
   ing each school year for all of the pupils.   Yes___ No___

9. Contacts between the school and the homes
   are usually taken care of by the administra-   Yes___ No___
   tive head of the school.

10. The school sponsors classes or programs for
    your parents which deal with the problems of
    rearing and understanding children at the   Yes___ No___
    various developmental levels.

11. Your reports to parents should best be
    described by which of the following:
    a. A formal report card which carries letter
       grades in the various subjects and activities
       in which the pupil engages.   _____
    b. A letter to parents in which the pupil's
       progress toward the aims and objectives of
       the school are discussed.   _____
    c. A teacher-parent conference in which the
       pupil's progress and difficulties are dis-
       cussed.   _____
    d. A combination of the above statements.   _____
    e. Other (describe briefly on separate sheet). _____

12. Please list the three types of student problems you
    are called upon most frequently to deal with:
    a. _____
    b. _____
    c. _____

13. About what percent of your pupils would you estimate
    to be in need of special help beyond that which the
    classroom can provide? _____percent

14. Check any of the following statements which indicate
    your practices to identify exceptional children. All
    children in all grades of your school are given:
    a. Group achievement tests such as Stanford
       Achievement Tests.   _____
    b. Group mental tests such as the National
       Intelligence Tests.   _____
    c. Individual medical examinations yearly.

d. Individual medical examinations less
   often than yearly. _____
e. Group or individual audiometric tests to
   determine hearing defects. _____
f. Group or individual tests for screening
   visual handicaps. _____
g. Group or individual psychological tests to
   identify children with potentially serious
   personality disorders. _____
h. Observations and ratings of pupils by all
   teachers are required regularly with the
   view to identifying exceptional character-
   istics. _____
i. Other (list)._____

15. Please draw a circle around the number of any of the
    following statements which indicate your practice in
    referring pupils for help beyond that possible for the
    school to give:
    1. Our referral cases are handled through the district
       office.
    2. We have few or no referral agencies available in
       this area.
    3. We have had little or no occasion to use referral
       agencies.
    4. We have felt the need for referral agencies but
       lack of facilities has handicapped us.
    5. We have made use of referral agencies and find them
       to be of great value to our school program.
    6. We have made use of referral agencies and find
       them to be of little value to our school program.
    7. We would like to see more referral agencies made
       available to us for help with problems beyond our
       abilities and training.
    8. We feel that problems which require the services
       of referral agencies are much better taken care of
       by the family itself rather than the school.
    9. Other (list):_____

16. Our most pressing need for referral facilities is
    probably in these cases:
    1. Requiring medical care a family cannot provide.
    2. Requiring psychological or psychiatric treatment.
    3. Requiring psychological diagnosis and recom-
       mendations.
    4. Requiring help for families such as that provided
       by family service agencies.
    5. Discipline problems of such a nature that the
       school needs the help of juvenile courts, etc.
    6. Other (list):_____

17. Place an X or a check in column one opposite any of
    the following methods you have used to stimulate
    interest among your teachers in guidance work. Place
    a mark in column two opposite those methods you have
    used and found most profitable.

	1	2

1. Teacher visits to schools having guidance programs in operation.
2. Use of "case conference" techniques.
3. Staff study of particular guidance tools.
4. Reading of professional literature in the field of guidance.
5. Other (list)._____

18. Has a particular person on your staff been assigned responsibility for the guidance activities in your school? Yes___ No___
19. If answer is "yes" to number 18 what is his or her title?_____
20. Does the person referred to in 18 spend full or part time at guidance duties?
   a. Full time_____
   b. Part time_____

of this instrument may be used as a basis for staff discussion, for plans of in-service training, or for determination of readiness of a staff to accept a guidance program.

Questionnaire for Counselors

In those schools having either full-time counselors or teacher- counselors, the questionnaire below has been useful (45). Once again the answers to this inquiry represent status. The goodness and badness of the situation remain to be determined.

ORGANIZATION FOR PUPIL PERSONNEL AND
GUIDANCE SERVICES
QUESTIONNAIRE FOR COUNSELORS

INSTRUCTIONS
    This questionnaire has been developed by the Pupil-Personnel Committee of the Public School Survey Commission to assist in appraising the organization for pupil personnel and guidance services.

1. Your Name_____
2. District_____
3. School_____
4. Please check the size of the school(s) in which you are employed:
   a. ___Less than 150 pupils
   b. ___150-499 pupils
   c. ___500-999 pupils
   d. ___1,000 or more pupils

5. Please check the kind of counseling which you do:
   a. ___ General Counseling Services (no special type of counseling; all kinds)
   b. ___ Special Counseling Services (e.g., vocational, placement, attendance, discipline, etc.)

6. Please estimate, as well as you can, the total number of pupils that YOU will be responsible for during the school year: (Total case load)
   a. ___ Pupils

7. Please estimate the number of school periods each day that you have been assigned to individual and group guidance activities:
   a. ___ periods a day in INDIVIDUAL COUNSELING activities.
   b. ___ periods a day in GROUP guidance activities.

8. Where do you do individual counseling?
   a. ___ classroom
   b. ___ special private room
   c. ___ other (describe)_____

9. How many periods are there in your school day and how long is each period?
   a. ___ periods in a school day
   b. ___ minutes in each school period

10. If you are not assigned to full-time in guidance activities what are your other duties? Please indicate the average number of school periods per day which you are assigned to the following instructional or administrative activities. Do not mark if you are a full-time counselor.
    a. ___ Physical science and mathematics
    b. ___ Biological sciences
    c. ___ Social sciences
    d. ___ Language arts and foreign languages
    e. ___ Health and Physical Education
    f. ___ Business subjects
    g. ___ Industrial and vocational arts
    h. ___ Homemaking
    i. ___ Music and art
    j. ___ Psychology
    k. ___ Administrative duties
    l. ___ Others:_____

11. How much education have you had beyond high school? Consider each full-term summer session in which you carried an average amount of work as one quarter's work. Please express your answer like this: 4-2/3 years
    a. ___ Years of education beyond high school

12. Do you consult with parents on pupil problems regularly?
    a. ___ Yes
    b. ___ No

13. Do you assist with the in-service training programs of teachers?
    a. ___ Yes
    b. ___ No

14. Do you assist in curriculum planning?
    a. ___ Yes
    b. ___ No

15. Do you supervise the testing program and help interpret the results?
    a. ___ Yes
    b. ___ No

16. Do you give individual tests when needed?
    a. ___ Yes
    b. ___ No

17. Do you recommend remedial programs, both individual and group to the principal?
    a. ___ Yes
    b. ___ No

18. Do you conduct a student placement service?
    a. ___ Yes
    b. ___ No

19. Do you assist with the school's public relations program?
    a. ___ Yes
    b. ___ No
    If yes please explain briefly_____

20. Please comment freely on the following:
    a. What are the major assets of your guidance program?
    _____
    _____

    b. What are the major deficiencies in your guidance program?_____
    _____
    _____

Questionnaire for Administrators

A survey without adopted evaluative criteria is of little use. The questionnaire on page 286, designed for administrators, will reveal, as do the preceding questionnaires, a "status situation."[2] The results of this instrument along with other examples listed in this chapter may be used to answer the question, "How does our school (or school system) compare with others?" Essentially, the instrument is an opinion scale and has potential value in leading to self-improvement of a staff. It lends itself easily to committee work in which the purpose is to agree upon criteria.

[2] This questionnaire is a combined form of the personnel and guidance form developed by the Pupil Personnel Committee of the Utah Public School Survey Commission (45).

DISTRICT ORGANIZATION FOR PUPIL PERSONNEL SERVICES
QUESTIONNAIRE FOR SUPERINTENDENTS

Instructions

This questionnaire has been developed by the Pupil Personnel Committee of the Public School Survey Commission to assist in appraising the organization for pupil personnel and guidance services.

1. District_____

2. Your Name_____

3. Who is responsible for leadership of the pupil-personnel or guidance services in your district?_____

   Title of person_____

4. Which of the following services are provided by the district central office? (Please check)

	District wide	Less than district wide	Full time	Part time
a. Attendance supervision				
b. Issuance of work permits				
c. Psychological case-work services				
d. Psychiatric consultation				
e. Social case-work services				
f. Bedside teachers				
g. Child accounting				
h. Follow-up				
i. Research				
j. Other				

5. Have you sponsored in-service training programs in the area of pupil personnel and guidance within the last three years?
   ____ Yes
   ____ No
   If yes, please describe briefly:_____

6. What is the total number of secondary-school personnel assigned to counseling in your district?
   ____ Full-time
   ____ Part-time
   Number holding state counselor's certificates:_____

7. What procedures would be used in your district in handling a case of an emotionally disturbed child? Please describe briefly:_____

8. What is your plan for aiding youth with educational and vocational planning?_____
_____
_____
_____

9. Are provisions made in your district for the following special educational services?
   a. Retarded children   Yes___ No___
   b. Physically handicapped   Yes___ No___
   c. Speech and learning defects   Yes___ No___
   d. Other (list)

10. Would you please supply us with copies of reports and documents which further describe your pupil-personnel and guidance program: e.g., annual report of director of pupil personnel; follow-up studies of graduates and drop-outs; occupational and career-day bulletins; copy of cumulative record forms; referral and case report forms.

11. Estimate the percent of unauthorized nonattendance dealt with in each of the following ways.
    a. ___ Pupil counseled by teacher.
    b. ___ Pupil referred to a coordinator.
    c. ___ Pupil referred to the principal.
    d. ___ Pupil referred to a counselor.
    e. ___ Conference of pupil, parents, one or more school personnel.
    f. ___ Pupil's class schedule is adjusted.
    g. ___ Pupil's grade is lowered.
    h. ___ Pupil required to make up time.
    i. ___ Pupil is released from school.
    j. ___ Pupil referred to juvenile court.
    k. ___ Other (list)_____

12. Number of permits issued from October 1, 1951 to January 1, 1952.
    a. ___ Regular
    b. ___ Special

13. Are the state and federal laws governing the employment of minors respected by the employers of your community?
    a. ___ Usually
    b. ___ Sometimes
    c. ___ Never
    d. ___ No opinion

14. What portion of the employers in your district require work permits of children under 18?
    a. ___ All
    b. ___ Most
    c. ___ Some
    d. ___ No opinion

15. To whom are special work permits (after school hours, Saturdays, and vacations) issued?
    a. ___ Any student who is of age for the job he proposes to do.
    b. ___ Students with passing grades only.
    c. ___ Students doing above average work only.

DISTRICT ORGANIZATION FOR PUPIL PERSONNEL SERVICES
QUESTIONNAIRE FOR SUPERINTENDENTS

Instructions

This questionnaire has been developed by the Pupil
Personnel Committee of the Public School Survey Commis-
sion to assist in appraising the organization for pupil
personnel and guidance services.

1. District_____

2. Your Name_____

3. Who is responsible for leadership of the pupil-
personnel or guidance services in your district?_____

Title of person_____

4. Which of the following services are provided by the
district central office? (Please check)

	District wide	Less than district wide	Full time	Part time
a. Attendance super-vision				
b. Issuance of work permits				
c. Psychological case-work services				
d. Psychiatric con-sultation				
e. Social case-work services				
f. Bedside teachers				
g. Child accounting				
h. Follow-up				
i. Research				
j. Other				

5. Have you sponsored in-service training programs in the
area of pupil personnel and guidance within the last
three years?
_____ Yes
_____ No
If yes, please describe briefly:_____

6. What is the total number of secondary-school personnel
assigned to counseling in your district?
_____ Full-time
_____ Part-time
Number holding state counselor's certificates:_____

7. What procedures would be used in your district in
handling a case of an emotionally disturbed child?
Please describe briefly:_____

8. What is your plan for aiding youth with educational and vocational planning?_____
_____
_____
_____

9. Are provisions made in your district for the following special educational services?
   a. Retarded children   Yes___   No___
   b. Physically handicapped   Yes___   No___
   c. Speech and learning defects   Yes___   No___
   d. Other (list)_____

10. Would you please supply us with copies of reports and documents which further describe your pupil-personnel and guidance program: e.g., annual report of director of pupil personnel; follow-up studies of graduates and drop-outs; occupational and career-day bulletins; copy of cumulative record forms; referral and case report forms.

11. Estimate the percent of unauthorized nonattendance dealt with in each of the following ways.
   a. ___ Pupil counseled by teacher.
   b. ___ Pupil referred to a coordinator.
   c. ___ Pupil referred to the principal.
   d. ___ Pupil referred to a counselor.
   e. ___ Conference of pupil, parents, one or more
            school personnel.
   f. ___ Pupil's class schedule is adjusted.
   g. ___ Pupil's grade is lowered.
   h. ___ Pupil required to make up time.
   i. ___ Pupil is released from school.
   j. ___ Pupil referred to juvenile court.
   k. ___ Other (list)_____

12. Number of permits issued from October 1, 1951 to January 1, 1952.
   a. ___ Regular
   b. ___ Special

13. Are the state and federal laws governing the employment of minors respected by the employers of your community?
   a. ___ Usually
   b. ___ Sometimes
   c. ___ Never
   d. ___ No opinion

14. What portion of the employers in your district require work permits of children under 18?
   a. ___ All
   b. ___ Most
   c. ___ Some
   d. ___ No opinion

15. To whom are special work permits (after school hours, Saturdays, and vacations) issued?
   a. ___ Any student who is of age for the job he pro-
            poses to do.
   b. ___ Students with passing grades only.
   c. ___ Students doing above average work only.

    d. __ Needy students only, regardless of grades.
    e. __ Other (list)_____

16. To whom are regular (full-time work) permits issued?
    a. __ Only to children who have graduated from high
        school or who are legally released from school.
    b. __ Any child over 16.
    c. __ Other (list)_____

17. Who issues work permits in your district?
    a. __ Director of pupil personnel.
    b. __ Principal(s).
    c. __ Counselor(s).
    d. __ Teacher(s).
    e. __ Attendance coordinator.
    f. __ Other (list)_____

18. Do you think the school administration has adequate
    control over the employment of pupils in your dis-
    trict?
    a. __ Yes
    b. __ No
    If "no," what is needed_____
    _____

19. On what conditions are releases from school granted?
    (Check as many as apply.)
    a. __ Unable to profit from further attendance at
        school.
    b. __ Financial necessity.
    c. __ Dislike for school.
    d. __ Failure, unable to graduate on schedule.
    e. __ Needed at home.
    f. __ Other (list)_____

20. Who is authorized to issue releases from school?
    a. __ Superintendent only.
    b. __ Principal(s).
    c. __ Director of pupil personnel.
    d. __ Counselor(s).
    e. __ Other (list)_____

21. To what extent are attempts made to remove the condi-
    tions leading to requests for attendance exemptions
    before releases are granted?
    a. __ Usually
    b. __ Sometimes
    c. __ Never
    d. __ No opinion

22. How many trained school psychologists are available in
    your district?
    a. __ Full time
    b. __ Part time
    c. __ None

23. Are psychological services available to you on a re-
    ferral basis?
    a. __ Yes
    b. __ No
    If so, where?_____

24. Does your district employ a school physician?
    a. ___ Full time
    b. ___ Part time
    c. ___ None

25. Does your district employ school nurses?
    a. ___ Number full time
    b. ___ Number part time
    c. ___ None

26. Are regular pre-school exams required of all new students? (i.e., kindergarten or first grade) If yes, what percent is given by each of the following?

    Percent
    a. _____ School physician
    b. _____ School nurse
    c. _____ Private physician
    d. _____ Other

27. Does your district conduct any special classes for exceptional children?
    a. ___ Yes
    b. ___ No
    If "yes," describe briefly_____
    How many children are enrolled in such classes?_____

28. Are any such classes available in your district under private auspices?
    a. ___ Yes
    b. ___ No
    If "yes," describe briefly_____
    How many children enrolled?_____

29. Are teachers of such private classes, if any, regularly certified?
    a. ___ Yes
    b. ___ No
    Comments_____

30. Do you think there is a need for classes for exceptional children?
    a. ___ Yes
    b. ___ No
    Explain_____

31. Does your district conduct special classes for hospitalized children?
    a. ___ Yes
    b. ___ No
    If "yes," describe briefly_____
    How many children enrolled?_____

32. Are teachers of such classes, if any, regularly certified?
    a. ___ Yes
    b. ___ No
    Specially trained?
    aa. ___ Yes
    bb. ___ No

33. Are hospitalized children taught by a visiting teacher on an individual basis?
    a. ___ Yes
    b. ___ No
    If "yes," how many_____
    If "yes," how long must they have been absent from school to qualify?_____
    Comments_____

34. Are the services of a home teacher (or visiting teacher) available for shut-ins in your district?
    a. ___ Yes
    b. ___ No
    c. Number of teachers_____
    d. Maximum number of students enrolled during year___
    e. Average number of days each pupil tutored at home._____

35. Are such teachers, if any, regularly certified?
    a. ___ Yes
    b. ___ No
    Comments_____

36. How long must students have been absent to be qualified for the services of a home teacher?_____
    Comments_____

37. Is there a need for more adequate psychological services in your district?
    a. ___ Yes
    b. ___ No
    Comments_____

---

38. Are any social case-worker services provided by the school board?
    a. ___ Yes
    b. ___ No
    If "yes," how many trained school social case workers are available in your district.
    c. ___ Full time
    d. ___ Part time
    e. ___ None

39. Are social case-work services available to you on a referral basis?
    a. ___ Yes
    b. ___ No
    If no, where?_____

40. Is there a need for more adequate social case-work services in your district?
    a. ___ Yes
    b. ___ No
    Comments_____

41. Do you think that the health and medical services provided in your district are adequate?
    n. ___ Yes
    b. ___ No
    Comments_____

42. To whom do teachers generally refer severe dis—
    ciplinary problems?
    a. ___ Principal(s)
    b. ___ Director of pupil personnel
    c. ___ Counselor(s)
    d. ___ Other (list)_____

43. In cases where extreme disciplinary action is neces-
    sary, estimate the percent of cases handled in each
    of the following ways: (Check all that apply.)
    a. ___ Suspension from school.
    b. ___ Expulsion from school.
    c. ___ Reduction of grades.
    d. ___ Retention in same grade.
    e. ___ Demerits.
    f. ___ Corporal punishment.
    g. ___ Extra assignments.

Evaluation by Parents and Community

The general public is either correctly or incorrectly constantly ap-
praising the guidance program of the schools, according to its under-
standing or misunderstanding, and in terms of its own peculiar interests
and prejudices. Since group attitudes may become powerful and dynamic
forces in shaping the guidance program, it is important that group
attitudes be accurately diagnosed.

Attitudes of parents and other citizens of the community may be
measured informally and formally. Incidental observation of the extent
to which parents enter into the life of the school, tone of school news
and editorials in the local newspapers, and informal conversations may
all evidence the hitherto unsuspected lack of information and under-
standing of school policies. An analysis of criticism, comments, observa-
tions, and suggestions contained in notes and letters to the school or
the parent-teacher association meetings are useful means of evaluation.
Although the evidence obtained by informal means of evaluation is
highly subjective, it forms a picture from which the guidance director
or committee can obtain many suggestions.

Formal evaluation of attitudes of parents and community groups may
take the form of a survey, opinion poll, inventories, check lists, and
rating scales. An example of a questionnaire used to check information
and attitude of parents is shown on page 292 (45).

Evaluation by the Students

Measuring the attitude of the individuals guided is essential to com-
plete the evaluation of a guidance program. Whether students are cap-
able of evaluating guidance services or not has little to do with their

PUPIL PERSONNEL AND GUIDANCE SERVICES QUESTIONNAIRE
FOR PARENTS

Instructions

This questionnaire has been prepared to assist in appraising the organization for pupil personnel and guidance services. Please help us by answering these questions but do not sign your name.

1. How many children do you have in kindergarten and the first six grades? _____
   In grades: 7th _____
              8th _____
              9th _____
              10th _____
              11th _____
              12th _____

2. How do you get information about your child's school work? (Check each item that tells how you get information about the school.)
   a. _____ Visiting the school.
   b. _____ Going to P.T.A.
   c. _____ Talking with children.
   d. _____ Talking with adults.
   e. _____ Reading the school newpaper, yearbook, etc.
   f. _____ Reading the city newspaper.
   g. _____ Listening to the radio.
   h. _____ Other (tell what)_____

3. Does the school provide:

	YES	NO	DON'T KNOW
a. Individual counseling services			
b. Parent interviews			
c. Aptitude testing for your child			
d. Educational services			
e. Occupational services			
f. Special services for meeting unusual problems			

As a parent, what services would you like to see added?

4. Have you had an interview this year with your child's counselor?
   a. _____ Yes
   b. _____ No
   With principal or teacher?
   c. _____ Yes
   d. _____ No

5. Do you plan for your children to go to college?
   a. _____ Yes
   b. _____ No

6. Has the school given you information on your child's aptitude for college?
   a. ____ Yes
   b. ____ No
   Aptitude for different occupations?
   c. ____ Yes
   d. ____ No
   Any special talents?
   e. ____ Yes
   f. ____ No

7. Does your child discuss his personal and social problems with you?
   a. ____ Yes
   b. ____ No
   With the school counselor?
   c. ____ Yes
   d. ____ No
   e. ____ Don't know

8. How would you evaluate the school's guidance program?
   a. ____ Good
   b. ____ Fair
   c. ____ Weak

influence on public attitude. Since students are daily reporters, operating between the school and home, their opinions, both negative and positive, are reflected in attitudes of parents and the public in general.

Most of the studies on student evaluation of guidance services are related to attitudes of veterans who have completed university advisement programs, especially vocational advisement programs, and the attitudes of college graduates and drop-outs toward in-school counseling. Only a few studies on student opinion of guidance services are available.

The method most frequently used to evaluate pupil opinion is the questionnaire or check list. This method has weaknesses in that it is entirely possible to counsel pupils in such a way as to elate students temporarily without the elation being significantly related to real personality change. The feeling of self-satisfaction or personal worth may not be permanent. The questionnaire may be improved by requesting reasons to support statements made when students are oriented toward the whole evaluation plan.

EXAMPLES OF PUPIL-OPINION QUESTIONNAIRES

In a report entitled, "Students Scrutinize a Guidance Program," Durnall (14) reported that students think (1) teacher-counselors should interpret test results; (2) that some teacher-counselors appear uninterested, domineering, nervous, or "old-maidish"; (3) that special-

PUPIL PERSONNEL AND GUIDANCE SERVICES QUESTIONNAIRE
FOR PARENTS

Instructions

This questionnaire has been prepared to assist in
appraising the organization for pupil personnel and
guidance services. Please help us by answering these
questions but do not sign your name.

1. How many children do you have in kindergarten and the
   first six grades?_____

   In grades: 7th _____
   8th _____
   9th _____
   10th _____
   11th _____
   12th _____

2. How do you get information about your child's school
   work? (Check each item that tells how you get informa-
   tion about the school.)
   a. _____ Visiting the school.
   b. _____ Going to P.T.A.
   c. _____ Talking with children.
   d. _____ Talking with adults.
   e. _____ Reading the school newpaper, yearbook, etc.
   f. _____ Reading the city newspaper.
   g. _____ Listening to the radio.
   h. _____ Other (tell what)_____

3. Does the school provide:

	YES	NO	DON'T KNOW
a. Individual counseling services			
b. Parent interviews			
c. Aptitude testing for your child			
d. Educational services			
e. Occupational services			
f. Special services for meeting unusual problems			

   As a parent, what services would you like to see added?

   _____

4. Have you had an interview this year with your child's
   counselor?
   a. _____ Yes
   b. _____ No
   With principal or teacher?
   c. _____ Yes
   d. _____ No

5. Do you plan for your children to go to college?
   a. _____ Yes
   b. _____ No

drop-outs, drop-outs for the last two or five years, boys only, samples, or total drop-outs?

3. How shall the information be gathered; e.g., through questionnaires delivered by mail, teachers, students, or community volunteers? If interviews are to be used, who will serve as interviewers; e.g., counselors, teachers, parents, employers? Will the interview be made through personal contact, by telephone, or by a combination of methods?

4. How will in-school students be prepared for future follow-up studies; e.g., class meetings, subject classes, homeroom, interviewing future drop-outs?

Obviously, follow-up studies use techniques of surveying opinion. They may be made on an elaborate scale, involving the entire school staff and community, or they may involve only a small group of carefully sampled students.

EVALUATING THE EFFECTS OF COUNSELING

Counseling is usually considered one of the most significant of guidance services. Because its purpose involves changes in human behavior, most of which changes are subtle and too complex to identify, it is often impossible to evaluate accurately. Nevertheless, evaluation must be attempted, even though data are not perfectly valid and reliable.

In addition to other methods previously discussed, counseling has been evaluated by rather unique means. For example, a counselor may be able to judge his counselee's estimate of him and the total counseling process after observing a wide range of cues such as the counselee's visual fixation on the counselor, his apparent eagerness to believe everything the counselor says, or a complete rejection by vehement denunciation.

It is possible, too, for the counselor to make an analysis of the statements made by the counselee during the counseling interview. A detailed record of all statements made by the client is recorded (stenographic or otherwise), an analysis is made of negative and positive remarks, and a judgment is made as to whether there has occurred an insight leading to improved behavior. If negative responses decrease as the counselor-counselee relationship progresses, it is assumed that adjustment is occurring. Other signs of improvement are shifts of such questions as "What should I do," to "What can I do now?"; statements referring to self-blame, or self-responsibility; and more accurate promptness for appointments.

Obviously, one cannot rely completely on a client's statements to

field counselors are preferable to general counselors for students wanting help of a special nature; and (4) that more vocational information than is currently given is desirable.

After questioning former students, Braden (7) concluded that students thought they received the most help from counseling in five areas: (1) assistance in finding interests and abilities, (2) assistance in establishing confidence in vocational work, (3) assistance in achieving success and satisfaction in an occupation, (4) assistance in attaining a desirable level of happiness, and (5) assistance in achieving self-selected goals.

Grant (*19*) discovered (1) that high school students preferred counselors to give assistance in vocational and educational planning but not in personal-emotional problems, and (2) that adolescents may find it difficult to talk to any adult about problems of a personal-emotional nature.

After making a city-wide study of the opinions of high school students who had talked to a counselor, Jenson (*23*) discovered that students felt they had received help in understanding themselves better in terms of abilities, interests, ambitions, and personality. He also found that students solicit opinions of parents, teachers, and friends. This study revealed that students sought assistance first from parents when they desired counsel in making decisions of a personal nature. Students went to counselors when they desired to discover the most promising kinds of school activities and work or when they wanted assistance in making progress toward goals in school.

The Follow-up Method of Evaluation

"Follow-up" refers to a number of purposes and procedures by which continuous information can be gathered and analyzed to determine development, activities, and adjustment of students. Essentially, a follow-up of students can be used to revise the curriculum, to identify students in need of assistance, and to improve the guidance program generally. As with all other evaluation procedures, follow-up studies require careful planning, careful delegating of responsibility, and means of collecting data early and continuously. Questions such as the following should receive attention (*46*):

1. What geographic area is to be included; e.g., single school, city, county, state?

2. What school drop-outs in the community will be included; e.g., all school

check lists, informal interviews, the follow-up, or a combination of these techniques. The discussion of the evaluation of the effects of counseling included an analysis of the content of client statements made during the counseling interviews.

Evaluation of guidance is a difficult but not an impossible process. It should not be done in a casual or incidental manner. It should be a cooperative venture, adapted to local situations and based on the general objectives of the school program. It should be continuous. And it should be carefully planned to use all techniques which reported studies have listed as being useful.

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guarantee that improved behavior will follow. Other supporting data must be used.

CONCLUSION

Evaluation of the guidance program begins almost as soon as the program is initiated. Therefore, evaluation becomes, essentially, a part of planning, initiation, and execution of the services. At its worst, it takes the form of incidental or unsystematic appraisal of pupils and parents; at its best, it takes the form of a continuous and systematic approach which utilizes carefully selected data and the techniques suggested by studies already made in evaluation of guidance services.

The ultimate test of effective guidance is the degree to which it has changed the attitudes, beliefs, and behavior of the individual. Every efficient teacher and counselor constantly judges the success of his work and changes his procedures according to his judgment. A systematic gathering and weighing of evidence which reveals changes in student behavior, however, should extend beyond individual enterprise to become a carefully planned coöperative venture, involving teachers, counselors, students, and the community.

SUMMARY

Although the subject of evaluation of the guidance program has received considerable attention from writers of guidance literature, evaluation still is a weak phase of the guidance area of education. Because guidance is an intricate and complex process in which the results are often intangible, long delayed, and difficult to isolate, evaluation has been a discouraging procedure.

A general organization of plans for evaluation should follow the general steps long pointed out for evaluation of teaching: a statement of objectives or evaluative criteria, a collection of data to determine what is being accomplished, a comparison of results with aspirations, and an attempt to learn what can be done to balance aspiration and achievement.

In the foregoing chapter, criteria for evaluation services in both the elementary and secondary school were presented. These were followed by a discussion of evaluation by: (1) expert opinion of the guidance program, (2) teacher opinion, (3) counselor opinion, (4) opinion of school administrators, (5) opinion of parents and other citizens, and (6) student opinion. These techniques could be classified under the general category of the survey, including the use of questionnaires,

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and the community in general. For convenience, however, we shall consider each of these groups separately.

INTERPRETATION OF GUIDANCE FUNCTIONS TO PUPILS

Essentially the interpretation of guidance functions to the pupils is a task related to the problem of identifying and establishing a relationship with pupils who can benefit from the guidance program. Pupils seek interviews voluntarily, are summoned by a counselor, or are referred to a counselor. The self-referral or pupil-initiated type of counseling is considered by most authorities to be the most preferable because of the elements of motivation and confidence evidenced in the counselor. The desire of a counselor to counsel everyone may lead to negative results unless every student counseled can be made to feel that he had some part in initiating the action. Readiness for counseling which involves a recognized need and a desire for counseling can be developed.

One useful technique in developing a readiness for counseling is to publicize guidance services widely and recurrently by talks before groups, by individual conferences, by oral and written announcements, and by use of group-guidance procedures. A counselor who gains the reputation of being friendly, trustworthy, and competent, will soon become too busy to grant all requests for conferences. His clients will tend to "advertise" his services and thus encourage their friends to seek his counsel.

Group procedures may take the form of group interviews whereby the counselor may get acquainted by explaining his services, by orienting pupils to the school, or by using the occasion to collect data. The group conference may be called under the guise of checking units or credits for graduation or of discussing post-high-school plans. Orientation activities either at the "sending" or "receiving" school provide an excellent opportunity to convince pupils that everyone may at some time need assistance in adjusting to school, home, and community.

It is a common procedure for a member of the guidance staff to administer a battery of interest and aptitude tests to a group. Pupils generally are so interested in their own performances that they can easily be encouraged to request interviews. Because success or failure is not attached to an interest inventory it can be readily used to appeal to all levels of ability.

In the homerooms or other small groups, the counselor may conduct a group discussion on boy-girl relationships in such a way that

Interpreting Guidance Functions

NEED FOR INTERPRETATION

THROUGHOUT the pages of this textbook the philosophy of guidance organization and administration has been one of participation and coöperation of all the people who are eventually to be affected. Through careful initial beginnings, the democratic involvement of pupils, citizens, and teachers, and the continuous evaluation of achievement with readiness to experiment with change, interpretation of the guidance program becomes a relatively simple process. Because the pattern of organization includes a consideration of needed services determined by many people, the understandings of guidance purposes, procedures, and anticipated results will already have been understood or will be undergoing current interpretation.

The addition of new staff members, new administrators, new students, and new citizens will, however, necessitate continuous orientation. A guidance program once devised and put into operation will become static unless continuous interpretation is given to all those people who are not actively engaged in guidance activities. This chapter is not written from the point of view that a guidance program has just been organized and has yet to be "sold" to the pupils, teachers, and public in general, but that for purposes of orientation it needs continuous interpretation to newcomers and to those people who have not become thoroughly familiar with it because of lack of direct participation.

Guidance functions should be interpreted simultaneously to pupils, faculty members, school administrators and boards of education, parents,

ministration. In small schools, for example, a part-time counselor frequently has no counseling periods when some of the pupils have their free periods. If such factors were well understood by teachers and principal at the time the guidance program is organized, ample time would be provided for counseling of individual students and consequently result in a more favorable interpretation of the guidance program.

INTERPRETING GUIDANCE FUNCTIONS TO TEACHERS

Interpretation of guidance functions to teachers is largely a developmental process through in-service education. A consideration, for example, of factors involved in developing a guidance program assumes increased significance to a teacher when he discovers how guidance is related to his daily tasks. A guidance program will develop only as the teaching staff acquires new interests, new competencies, and are motivated for experimentation and acceptance of responsibility. Whether the guidance program is functional depends largely upon the attitude (based principally upon understanding) of the staff with respect to the growth and development of the individual.

A survey of the attitudes, experiences, and training of the teaching staff is essential for evaluating progress and for keeping teachers informed of guidance functions. What are teachers' understanding of guidance services? What have teachers contributed to the incidental guidance of pupils? How do they see themselves function in the organized program? What is the degree of readiness of the teaching staff to accept an organized pattern of guidance services? These are all basic questions which may be answered through a survey.

Basically there are two ways to inform teachers of the guidance services. One is through direct information and the other is through experience. The latter is more desirable, but compulsion of participation should always be avoided. Coördination of the teaching personnel in a unified program should be attained by means of a democratic and voluntary participation.

The effects of guidance services upon pupils should convince the more skeptical teachers of the need for guidance activities. These effects along with individual contact of the guidance coördinator or counselor to assist in such items as interpretation of data or discovery of the underachiever will increase a teacher's knowledge and understanding of guidance services.

at least some of the members of the group will seek his help concerning their own problems relative to such relationships. Talks to groups during Career Days, College Days, or assemblies may be used to arouse pupil interest in counseling services. Other group procedures for interpreting guidance functions are the school handbook, talks to civic groups, contacts with parent-teacher groups, and the use of such communication media as newspapers, radio, television, and bulletin boards.

In spite of whatever a counselor and others may do to encourage pupil-initiated interviews, not all who can benefit from counseling will seek it voluntarily. The "call-them-in approach" (24) is on occasion desirable. After examining cumulative records or other data, it may be appropriate to call in potential dropouts, under-achievers, nonparticipators in extraclass activities, part-time workers, academic failures, and pupils whose vocational objectives seem hazy or inappropriate. Assistance should be given each pupil in choice of courses. When all pupils are expected to have a conference with their counselor, no one needs to feel that he is singled out for special attention or that any special stigma of weakness is attached to participation in a counseling interview. During the compulsory interview, if the pupil finds he is at ease, that the counselor accepts and appears interested in him, that the counselor appears to be competent, the number of future pupil-initiated interviews will increase.

Instead of interviewing all pupils periodically, it may be necessary to call in only those who need special help. Procedures found useful in discovering such individuals are: examining midterm teacher reports, inspection of attendance records, scrutinizing cumulative records, reviewing pupil questionnaires, observation of pupils' play, and analyzing scattergrams. When pupils find they have been called in to receive assistance rather than to be "disciplined," they may later come in of their own accord.

Some pupils come to see the counselor because they have been sent by a teacher, parent, community agency worker, or someone else who believes that counseling may be helpful. Counseling that is initiated by referral gives a counselor an opportunity to make his services known and to enhance their prestige in the school and community. The personal qualities of the counselor are again most significant for pupils coming to see the counselor by request.

In summary, the opportunities for interpreting the school's guidance program to pupils are controlled significantly by organization and ad-

In an early conference with the new board member, the school board chairman should give an explanation of the duties and responsibilities of the school board and of the relationship that should exist between the board and the school administration. The superintendent should invite each new member to visit the schools, to visit a particular project, or to inspect a particular phase of the school program. The guidance director should encourage the superintendent to include the guidance program in this phase of orientation.

Early in the induction, the new member should be assisted in setting up for himself certain criteria for the successful evaluation of a good school system. Once again the guidance director must have established the foundation for such orientation to include the examination of guidance services. Invitations should be extended to new members to take part in special conferences and meetings held to consider the improvement of guidance services.

The induction of a new board member requires an in-service program, covering a long period of time; goals cannot be achieved within the first few months. Orientation should include a satisfactory contact with community groups and no one should be better qualified to assist than the guidance director. "An invitation on the part of the school board and the administration for the new member to make suggestions tends to develop early a sense of belongingness with the group. It should be recognized that his newness on the board may make it possible for him to give a more objective evaluation of certain policies and practices that are currently being employed by the school board and the administration" (30).

Increasing the School Board Members' Understanding

The school board members should be referred to such educational periodicals as the *American School Board Journal; Nation's Schools; School Executive;* and, through the foresight of the guidance director, *The Personnel and Guidance Journal.* It is wise for the guidance director to summarize research studies, surveys, and significant articles for the superintendent's and board's easy examination. An excellent means for reaching the board of education is a periodically published (printed, typed, or mimeographed) bulletin. Such a bulletin should contain interpretative material from the office of the guidance director, be regularly distributed, and include a careful selection of items from the guidance program which will be of interest to teachers and citizens.

All of the in-service training techniques discussed in Chapter 7 can be used to interpret the functions of guidance to the teacher. The most important of these, it will be recalled, are formal college courses, the workshop or conference, study groups, and incidental individual consultation. Whatever guidance program is planned, many guidance functions begin with the classroom teacher, as the classroom teacher is in contact with the child each day. If the development of a guidance service evolves from existing services and is adapted to the unique circumstances inherent in any given school setting, the teacher will be well informed. Under such circumstances, it is the new teacher who will need to be oriented and made acquainted with the program.

INTERPRETATION OF GUIDANCE FUNCTIONS TO THE SCHOOL ADMINISTRATION

One of the major responsibilities of boards of education is evaluating the work of the schools and the management of all educational services, including the guidance program. School board members must keep informed. While the school board is responsible for assisting in formulating and for adopting the broad policies related to a guidance program, the guidance director will be expected to submit working plans for activities, procedures, facilities, personnel, and budget estimates. Herein lies the most potent opportunity for acquainting the school board with guidance services. The reports of procedures for keeping school board members informed about the school program (including the guidance program) have emphasized (1) the orientation of new members, (2) increasing the board members' understanding of school problems, (3) a constant flow of information on the local school system, and (4) an awareness of and response to community sentiment (3:119).

Orientation of New Board Members

The school board and the school administration usually send letters to new board members welcoming them as members of the group and expressing a desire to assist them in any way possible. They may be provided with a kit of materials, including a copy of the school laws, school board regulations, the budget, minutes of recent school surveys, annual reports, the capital improvement program, and recent bulletins. The guidance director should insist that information regarding the guidance program be included.

formation that they in turn may keep the community informed. Informal meetings on special topics, board participation on committees with staff and community membership, written reports, visits to schools, attendance at professional meetings, attendance of staff members at board meetings are all useful devices for interpreting the guidance program. A detailed monthly report, a periodical newsletter, unscheduled mimeographed letters are useful to the superintendent in maintaining a well-informed and coöperative school board. The guidance director should provide the superintendent with these communications.

INTERPRETING THE GUIDANCE PROGRAM TO PARENTS

An effective program of guidance involves the active and intelligent coöperation of parents. Coöperation cannot be expected unless parents understand the objectives of the program and at least some of the procedures by which these objectives are accomplished. Interpretation of the guidance program to parents starts in the classroom with the pupil acting as intermediary between school and parent. Judgments of the guidance services and counselors are frequently made on the basis of impressions or reports carried home by the pupil. When the elementary school teacher receives a note from the parent saying, "Johnny is a very sensitive boy. If he misbehaves please spank the boy next to him," or "What do you intend to do about Bill's studying at home with the radio going?" or "Can you help me prevent Bob from raiding the icebox before bedtime?" what better opportunity presents itself to begin an interpretation of the school's guidance services?

The methods by which guidance functions may be interpreted to parents include all methods commonly described as school-public relations techniques. We shall select, therefore, only one or two procedures as illustrative because they pertain directly to parents of pupils.

The first of these is the parent-teacher conference. So important is this aspect of school-public relations that all teachers, and especially counselors, should be given special training in the parent-teacher conference technique. Here we have a "two-way street" in which the parent learns what the school is attempting to accomplish, what it demands of the child, and what kind of environment it provides for the pupil population. The counselor gains information about the child's family background, interests, recreation, and vocational interests or aptitudes. He becomes acquainted with the child's standards of living and cultural milieu, as well as with the parent's philosophy of child-rearing. Judg-

Superintendents often invite board members to accompany them to educational meetings. The guidance director should work with the superintendent closely in these plans. When school board institutes and conferences are held within the county or state, the guidance director should be alert to take advantage of his opportunity.

A Constant Flow of Information

The agenda for regular and special board meetings should be so organized as to expedite the board's work and also provide the basis for intelligent action. It is not only helpful but also essential that a certain portion of each board meeting be set aside specifically for discussions of the philosophy of the school, including such significant items as the curriculum and the guidance services. This provides an opportunity to discuss, in the order of priority, the educational problems which need to be interpreted to the board members. Unless attention is given to educational problems, the school board will become exclusively involved in matters of budget, buildings, transportation, and salaries. A regular discussion in school board meetings of problems of child growth, including guidance services, affords an opportunity for members to make recommendations for improvement.

It is not inappropriate to invite the guidance director or guidance committee chairman to confer with the board of education about the merits of in-service programs. When board members see that the staff is willing to assume greater obligations, most school boards are willing to support guidance activities. An informed board of education will provide money for recruiting special consultants, for expenses to visit other schools, for providing substitute teachers to relieve regular teachers to attend guidance conferences, for in-service workshops, and for publication of bulletins. Boards of education are entitled to a full understanding of the need for and the processes of in-service education.

An Awareness of Community Sentiment

The guidance director is an expert in school-community relations. He is concerned with a program of interpretation that not only keeps the school board informed but also keeps the community enlightened. The board must interpret to the community what the schools are doing, and there must be a reciprocal line of communications from the community to the school. It is important, therefore, to make board members aware of community sentiment and to fortify them with sufficient in-

because of problems they are having with their children who in turn are being assisted by guidance services. An excellent example of group-parent-counseling is "including parents in vocational choice." In making a vocational choice, the child identifies himself with parental ideals, activities, and interests. Frequently, he dreams of following in the occupational footsteps of his father. The influence of parental attitude on vocational choice of children cannot be ignored. In group parental counseling, the counselor provides reading material, lectures on topics of testing and aptitude, gives demonstrations, and provides for school visitation. The development of a more understanding, better-informed, and more sensitive parent will encourage other parents to send their children to the school for guidance.

So important is parent participation in some school systems that a full-time parent consultant is employed. The task of this consultant is to interpret the school's program to the parents and the community by bringing parents into the schools, to increase parent participation in establishing health, guidance, and instructional services (i.e., audio-visual equipment), and to train teachers in conference and counseling techniques.

Other techniques for interpreting guidance services to parents are preschool visiting days, annual career days, and informal reporting of pupil progress. Along with a myriad of other suggestions, these techniques are so closely related to topics already described that space need not be devoted to them here.

INTERPRETING GUIDANCE FUNCTIONS TO THE COMMUNITY

The need for good school-public relations resulting from the upsurge of public interest in the nation's schools cannot be escaped by the guidance administrator. No longer is it possible for the educator to confine his interests and activities to the "teaching of lessons" in reading, writing, and arithmetic. A successful teacher must dispel any stereotype that describes him as a theoretical and impractical recluse who has no desire or ability to understand the larger and more complex problems of public life. The guidance specialists, although trained in their profession, cannot set themselves apart as a cloistered group in the school and community.

Since the good citizen is interested in the schools which educate his children, no guidance program will succeed until this program becomes an intimate and dynamic force in community life.

ments can be made of parents' ability to guide the child in time of crisis. All the information a counselor gains from the parent may aid him in diagnosing and treating the emotional needs of children.

A second avenue for interpreting guidance functions to parents is the planning and execution of a program of parent education. The counselor plans with other school personnel to effect an on-going program of parent education aimed at developing an understanding of children's needs and characteristics and at showing how the program provides the bases for modern school practices. Such a program might well include parents of preschool children as well as parents of children in attendance. All education, training, and guidance of children should be based upon knowledge of child growth and development and upon basic understanding of how children build healthy personalities. By working together on mutual problems, parents and teachers increase their understanding of each other. Participation of all those community agencies that are concerned with children's welfare will tend to centralize and strengthen community interest in the guidance program. The guidance worker should be instrumental in selecting guidance subjects for study in community councils, parent workshops, school visitation projects, and community considerations of health, sanitation, vandalism, and housing. The parent-teacher association is an ideal organization within which child study groups can be organized.

A third method for interpreting guidance functions to parents is visitation to the school. The guidance worker should have an interest in and use parental visits not only to create good will toward the guidance program but also to assist students through parent education. Parental visitation varies from the unannounced informal call to planned visiting days or week. The guidance director should assist in preparation of the agenda for general visitation days.

Among the most significant *media for interpreting the school's guidance program* to parents is the "group-parent-counseling" procedure.[1] Theoretically this procedure is based on the hypothesis that assistance to the individual receives assistance from the presence of the group which he could not receive from individual face-to-face contacts with a counselor. The parents who gather for such assistance are doing so

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[1] One of the most detailed and thorough discussions of the implications of school-public relations as it affects the guidance program is found in *Group Procedures for Guidance* by Roy D. Willey and Melvin Strong, published by Harper & Brothers, New York, 1957, Chapter 8.

ment, the actual work of planning specific guidance services for boys and girls in a community is coöperative and democratic.

The degree to which teachers, pupils, parents, and other citizens participate will depend upon such factors as the willingness of the board of education and superintendent to allow for coöperative planning, the use of leadership competencies which exist, the types of working organizations set up, and the recognition of problems by the groups and individuals involved. Community participation in planning the guidance program removes public relations from the realm of "telling" about a program already planned, or of "selling" guidance services already being rendered.

3. Community resources must be mobilized if a good public-relations program is to be developed. It is essential that all guidance personnel become better acquainted with individuals in the community; e.g., they must know their attitudes and their potential contributions. An inventory of community resources is imperative. Such an inventory will secure information about community recreation, the police department, the park board, libraries, labor, the service clubs, and departments of public welfare. The guidance director or committee may well begin with one or two influential people in the community who might be interested in the guidance phase of education. When these are ready to participate the guidance director could then include other interested persons. This small group considers further steps to be taken in obtaining representatives of all major interests of the community. Many unusual talents and abilities may be discovered and become valuable community resources. Though lack of space prohibits a detailed discussion of all possible community resources, we shall cite two or three essential to a successful guidance program.

Industry-Management and Labor Resources. Among the first of these to be sought out are the resource people from the economic life of the community. The vocational aspect of guidance makes it relatively easy to attract the interest of competent men in industry, management, and labor. Vocational guidance complemented with career days in school at which representatives of management and labor will explain vocational qualifications, conditions of work, and occupational demands takes advantage of community resources. Men from management and labor should be brought into the school's guidance activities by being appointed on committees for determining policies and purposes and for participating in school surveys. Likewise, educators may

Too often with little understanding of the schools, parents note the delinquency of children with grave concern, and condemn "progressive education" which to them represents a laissez-faire policy with no thought of discipline. Similarly, the school is often given total blame for students' failure in securing and maintaining employment after completing school. Other kinds of failure and difficulty are also blamed directly and completely on the schools without any analysis of the many diverse factors involved. This kind of criticism comes from parents who lack an understanding of the basic philosophy and goals of education. (31)

In order to survive, the successful guidance administrator must legitimately win and hold public favor. In other words, he must bring harmony of understanding between the guidance personnel and the public they serve and upon whose good will they depend. "Public-relation activities will be honest, intrinsic, continuous, positive, comprehensive, sensitive to the publics concerned, and presented in simple terms" (3).

How to Develop a Good Public-Relations Program

1. Guidance personnel must learn to listen. Essential to the development of a good public relations program is a correct general philosophy of the guidance expert toward administrative structure. In guidance, especially, it is necessary that the traditional line and staff concept of administration be revised considerably if not entirely. The administrator cannot be regarded as the president of an industrial corporation in which the school board members are directors. Neither can it be said by the guidance personnel, "Here we have a guidance program; we want to tell you about it!" or "We want to tell you what we are doing for your children in our guidance program!" The people, themselves, are part of the school. Lecturing the public to the effect that they should believe in the schools and the school personnel does little good. Too frequently school people have been talkers rather than listeners.

2. The public must become involved. To interest people in and increase their understanding of the guidance program, we must get them involved. Common understandings are developed by common undertakings. Important, then, is the procedure of getting representatives from the community to assist in formulation of policy, planning procedures, executing plans and projects, and in evaluating outcomes. While the guidance director or guidance committee usually takes the initiative in formulating plans for a broader and more effective arrange-

community and analyze each to discover its objectives, services, policies, activities, and ideals. The correct media of communication can then be chosen and the content of communication carefully edited. The correct medium may be personal contact, the newspaper and radio, the slide film and motion picture, the poster, the graph or chart, bulletins, school district reports, an exhibit, or a demonstration.

Principles of Operating a School Public-Relations Program

The plan of operation stated in terms of principles has been adequately described by the American Association of School Administrators. The principles are listed below (3:277–283):

1. Responsibility for the release of school publicity to local news outlets should be centralized.
2. The school's publicity office should maintain a calendar of school publicity on a year-long basis.
3. The superintendent in every district should maintain his own news notebook.
4. Flow of news from the school staff can be facilitated by using news-story form.
5. A file should be maintained for recording publicity ideas and materials.
6. A second working file should be maintained for articles produced by the school.
7. Valuable help and information will be gained from exchanging publications and other materials.
8. Superintendents should plan some form of regular contact with the press.
9. The plan of operation should be discussed at faculty meetings early in each school year.
10. Every relationship of the school to the press should be on a professional basis.

The choice of the right tools should be governed by the best ones available for the specific purpose to be achieved. Certain implied questions must be carefully considered.

1. What community group is to be contacted? Why?
2. What results are expected?
3. How are these results related to previous and future public-relations efforts in the groups to be contacted now? In the groups already reached?

Supplementing these questions, the following criteria also seem valid:

Facility of preparation: The medium selected should be one which can be planned and developed with the minimum amount of time and materials.

be brought into industry to become better acquainted with vocational possibilities, job satisfactions, monetary remunerations, required training, security, and demands. Guidance specialists should attend labor meetings, be guests of management and labor people in places of business and industry, and become better acquainted with new tools, skills, and procedures being developed in industry. Since many students will wish to work part-time while attending school, classroom excursions into industry should be arranged to acquaint students with the various aspects of industrial life.

Governmental Areas. Lately the public services of the educator have been expanded, giving him a greater role in community life, including government. Good relationships should be developed between education and government. Students and educators should be encouraged to participate in government. Youth should be encouraged to analyze local governmental problems, to suggest solutions, and to experiment with possible answers. Not least in significance is a continuous effort to develop proper attitudes toward law and law enforcement. Dynamic experiences in sharing authority, responsibility, and followership are needed to teach children to live under democratic government.

Welfare Agencies. The main purpose of these agencies is to provide desirable services to people, especially children, which would not be available for them. Provision for wholesome recreation during leisure hours, a council to study problems and means of solving them, a youth council are results of welfare agencies. Churches, lodges, and service clubs also attempt to develop proper attitudes toward life. Guidance personnel should encourage leaders in welfare agencies to coöperate with a guidance program. Every effort should be exerted to make the whole community an educational enterprise directed toward educational outcomes.

USE OF MASS COMMUNICATION MEDIA FOR INTERPRETING THE GUIDANCE PROGRAM

The effectiveness of school-public relations can be increased by the wise selection and use of a wide variety of media of mass communication. The guidance administrator should first make an inventory of the school's own available resources and facilities. These resources may include an experienced staff member in public relations activities, the school newspaper, or the school radio and television. It is well for the guidance administrator to catalog the various "publics" of his

community and analyze each to discover its objectives, services, policies, activities, and ideals. The correct media of communication can then be chosen and the content of communication carefully edited. The correct medium may be personal contact, the newspaper and radio, the slide film and motion picture, the poster, the graph or chart, bulletins, school district reports, an exhibit, or a demonstration.

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Supplementing these questions, the following criteria also seem valid:

Facility of preparation: The medium selected should be one which can be planned and developed with the minimum amount of time and materials

The time element is all-important in writing most news stories, as well as in preparing other materials.

Immediacy of preparation: In planning the release schedule, one should allow time for printing or other finishing operations.

Dissemination of channels: It is advisable to use materials which immediately after their completion can be routed to the agencies which distribute them: press, radio, homeroom teachers, or post office.

Distribution: The medium selected should reach the maximum number of people in the shortest time and in the most effective manner.

Cost: All materials must be developed at the lowest possible cost. Experience and care in planning will make economy possible.

Understandability: The message should be intelligible to every person in the community.

Popular interest and appeal: The message which is pertinent, meaningful, and personalized will gain ready and instant support.

Adaptability: Whenever possible, the materials used for one medium should be adaptable to others. Efficient planning will make good materials available for many purposes.

Comprehensiveness: The medium used should be one which covers the subject thoroughly.

Effectiveness: Favorable response is the primary concern of public relations. The degree to which the medium achieves this objective is the measure of its success. (3·280)

General Suggestions for Using Communication Media

Personal contact: Personal contact with members of the community is continuous and ranges from personal greetings on the street, in the store, or community gatherings to public appearances as a speaker. On all occasions guidance personnel should reflect a keen interest in the community. Every public appearance as a speaker should be regarded as a privilege and an opportunity to assist the community to understand the guidance services of the schools. It may be of value to send community agencies a list of available speakers and notification of topics related to guidance services appropriate for discussion.

The newspaper: It is wise for the guidance director to regard efforts at public relations outside the schools as fundamentally the superintendent's responsibility. All news in radio copy used for publicity should be proofread by the guidance director. Efforts should be made to eliminate or modify all meaningless generalizations, misleading descriptions, and "too academic" vocabulary. It is helpful to plan a balance of types of newspaper material; e.g., straight news, editorials, paid advertisements, reports of activities and accomplishments, re-

prints or briefs of magazine articles. With the assistance of the newspaper editors, a comprehensive news release program can be planned and maintained as a community service.

Radio and television: Radio can use many of the same materials prepared for newspapers if the materials are adapted to the accepted standards and techniques of radio writing. It is advantageous to follow a definite pattern in broadcasting, presenting programs at regular intervals throughout the school year. Through coöperative planning with the manager or program director of the station, one may use stories, interviews, panel discussions, and exhibits, to interpret guidance functions. Well-planned radio broadcasts and television programs may become popular media in public relations.

Slide films and motion pictures: School-made slide films are excellent devices to show the guidance program at work. The slides can be arranged or planned according to theme and accompanied with appropriate scripts. Excellent slides, film strips, aod motion pictures produced by other school systems or motion-picture companies can often be used advantageously. Film materials are excelleot media to precede audience discussion or to illustrate a public speech.

Graphic and pictorial material: These media are excellent for presenting budget information, counseling load, and test data. Photographs of counselors and pupils at work, of ceoters of interest, of community agency coöperative activities with the school are all excellent means to publicize guidance services. Posters, signboards, aod displays effectively call public attentioo to guidance accomplishments.

Bulletins, letters, reports: Every publication affords opportunity to increase understanding and support of the guidance program. Daily administrative bulletios should include announcements and information concerning guidance services and guidance personnel. Handbooks for pupils and handbooks for teachers are among the most useful guidance functions. When handbooks or bulletins are impractical, mimeographed leaflets, issued on special occasions by the guidance director or guidance committee, usually produce good results. A series of small booklets, pamphlets, or bulletins may take the place of the annual report of a guidance program.

SUMMARY

Along with the awareness by the public of urgent school problems, has come a new understanding and appreciation of what citizens can and should do to solve these problems. This includes the planning

and execution of plans of the guidance program. Coöperation and participation of the citizen is the key to interpretation of the functions of guidance services. Public relations is not synonymous with propaganda; it is a broad concept embracing the entire body of relationships that comprise general impressions of an organization or idea. Throughout this chapter we have emphasized the theme that good school public-relations involve far more than "publicity," "interpretation," "telling," or "selling." It involves genuine coöperation in planning and working for efficient guidance services by including pupils, teachers, the school superintendent and school board, and the community.

Included in the means for developing a good public relations program is emphasis on the following principles: (1) guidance personnel must learn to listen, (2) the public must become involved, and (3) community resources must be mobilized. Special attention was given to such community forces as industry-management and labor, government areas, and welfare agencies.

Virtually every news story, radio broadcast, television program, public speech, printed report, and other ioterpretive medium can be used to interpret the school's guidance program. Results are best when a long-range view concentrates on continued efforts. Each medium should be watched carefully so that the results achieved in one instance can become the basis of succeediog steps. The guidance director should use many media in presentiog his program to the community. The presentations through any one medium, such as the newspaper or radio broadcasts, should also be varied in style and point of view.

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